

FOURTH TRAINING PROGRAMME ON METHODOLOGY OF WOMEN'S EDUCATION AND DEVELOPMENT

(AUGUST 20 - OCTOBER 12, 1992)

REPORT



Department of Women's Studies
National Council of Educational Research & Training
Sri Aurobindo Marg, New Delhi-110016

FOURTH TRAINING PROGRAMME ON METHODOLOGY
OF WOMEN'S EDUCATION AND DEVELOPMENT

(20th August to 12th October, 92)

A Report

DEPARTMENT OF WOMEN'S STUDIES
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
SRI AUROBINDO MARG, NEW DELHI - 110 016

Programme Team

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Acknowledgements

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FOURTH TRAINING COURSE ON METHODOLOGY OF WOMEN'S EDUCATION AND DEVELOPMENT

The National Council of Educational Research and Training (NCERT) is an apex national body working for improving the quality of education in the country and assists and advises the Ministry of Human Resource Development in the implementation of its policies and major programmes in the field of education, particularly school education.

INTRODUCTION

In consonance with its objectives, NCERT has launched a series of research, developmental, training and extension facilities for implementing national policies for promotion of women's education for raising the status of women.

Equality between sexes has received special attention and is being operationalized through various programmes and workshops organised by the Department of Women's Studies (DWS) of the Council. During the last four years, the Department has organised a number of workshops and programmes for the orientation of key personnel on various aspects of women's education and development.

However a need was felt to prepare key personnel engaged in women's education in all the States, especially, those working in women's cells in the Directorates, SCEHTs and State faculties of Education of the universities, and other women's studies centres all over the country, so that they could in turn train the functionaries as trainers and implementors in their own states.

The Department of Women's Studies is committed to providing professional support to these cells by preparing key personnel in this area, who can in turn plan and implement programmes at the state level for the realization and achievement of programmes of universalisation of elementary education and increasing participation of girls in vocational, technical and professional education.

The present inservice training course, an annual feature and the first of its kind in the country was developed with this particular requirement in view as also for strengthening the networking of people and institutions working in the area of women's education and development.

Objectives

- (i) To prepare key level personnel in the methodology of women's education and development.
- (ii) To develop understanding on women's issues through perspectives of women's studies and other social sciences.
- (iii) To promote awareness about education and status of women in a comparative perspective.
- (iv) To help understand the psycho-sociological dimensions of girls' education and development.
- (v) To develop skills to collect, collate and analyse data and formulate research and action projects in this area.
- (vi) To prepare the participants to act as trainers.

Programme Structure

It has been our endeavour at the DWS (NCERT) to bring about a balance between theory and practice of women's education and development. The programme comprised of lectures, practical exercises, field visits, participants' seminar and individual assignments. The core courses formed a common programme for all the participants and consisted of both theory and practical assignments.

The field visits gave the participants an insight into the working and programmes of several institutions engaged in women's education and development. The participants' seminar and individual assignments helped each participant to prepare a thorough situational analysis of women's status with a focus on education in their respective states.

The participants prepared valuable Status papers, analysed the NCERT textbooks from the view point of sexist bias. They formulated their respective projects.

The course on women's Education and Development (101) aimed at developing and understanding of the inter-relationships between education, status of women and national development in a comparative perspective.

The course on Education and Socialization of the girl child (102) aimed at sensitizing the participants towards the crucial role of socialization and child rearing practices and the need to develop a positive self concept and other personality dimensions in the girl child.

Elimination of Sex Bias from the Curriculum and Educational Programmes (103) had the basic objective to

generate awareness about the existing sexist bias - how it operates and the necessary intervention strategies for promoting equality between sexes in the curriculum, its transaction and in all educational programmes.

The course on Qualitative and Quantitative methods in Women's Education (104) had been formulated with a view to enable the participants to learn some basic techniques of planning, diagnosing and projecting as well as application of statistical and research methods, in general, and for women's education and development, in particular.

The course on Mobilization of Women and Community (105) had a focuss on understading the crucial role of participation of women and community for national development.

Project Formulation (106), familiarized the participants in the planning, development and implementation of projects and programmes in the area of women's education and development.

The course on Methodology of Training (107) had been introduced with a view to sensitizing individuals to the concept of training, its methods and techniques to enable them to function effectively as trainers in their own States and organisations. It was hoped that this

would be an input for building and strengthening women's education and development. Provision was also made in the training programme to make it specific to the state level context as far as possible.

The participants opted for individual assignments (109) related to any one area of their specialisation. This was envisaged with the idea of giving practical training to the participants for writing individual states' situational analysis.

Field visits (110) were organised with a view to exposing the participants to the different Departments and Institutions, their plans and programmes as related to women's education and development, thus helping them gain relevant practical experience.

Classes in the core academic courses were generally conducted in the mornings and the afternoons were used for practical exercises, field visits and individual assignments.

In addition to the curriculum, an Introductory Course - Discovering India (106) was included in the programme to give a broad based perspective to the participants about India's history, geography, economy,

education, society and culture as also the contemporary challenges facing the nation.

The training programme carried credits for the course work, the field visits, participants' seminar and individual assignments respectively. The course structure and credit details are given below:

Total number of working days	34 days
Total number of contact hours	296 hours
Total number of credits	11

<u>Code Index</u>	<u>Titles</u>	<u>Hours</u>	<u>Credit</u>
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Non-Credit

01	Registration	1	
02	Inauguration and Valedictory	4	
03	Induction	2	
04	Library	8	
05	Evaluation	40	
06	Discovering India	12	

<u>Code Index</u>	<u>Titles</u>	<u>Hours</u>	<u>Credit</u>
<u>Credit</u>			
101	Women's Education and Development: A Comparative Perspective	20	1
102	Education and Socialisation of the Girl Child	20	1
103	Elimination of Sex Bias from Curriculum and Educational Programme	20	1
104	Qualitative and Quantitative Methods in women's Studies	40	2
105	Mobilization of Women and Community	20	1
106	Project Formulation	20	1
107	Methodology of Training	20	1
108	Participants' Seminar	20	1
109	Individual Assignment	20	1
110	Field Attachment	30	1

Approximately 20 hours of course work equal to 1 credit

Methodology

The overall approach of the course was to seek a balance between theory and practice, each training model followed the logic of its content in the selection of methods, tools and techniques.

Language of Instruction

The course was conducted in English.

Resource Persons

The resource persons were drawn from all the constituents of the ICERT, its sister organisations and other concerned organisations.

Evaluation

The evaluation of the participants and the training programme was done both by the participants and the faculty. This was a continuous process throughout the duration of the programme. Whereas each participant was evaluated by the faculty on the overall work done, the participants in turn evaluated the course from all aspects of the training programme. This two way evaluation helped to improve future programmes and has given the

necessary feedback to the faculty and the participants, about the various courses.

Certification

A certificate was awarded on the successful completion of the training programme to all the participants.

Management of the Programme

The programme had been designed by the task force headed by the Head of the Department of Women's Studies (NCERT). Following were the members of the Task Force:

Academic

- | | | |
|----|--------------------|-------------------------------------|
| 1. | Prof. Usha Nayar | Head, DWS and
Programme Director |
| 2. | Dr. K.C. Nautiyal | Associate Programme
Director |
| 3. | Dr. Kiran Devendra | Programme Coordinator |
| 4. | Dr. Raj Rani | Programme Coordinator |

Office Staff

- | | | |
|----|-----------------------|---|
| 1. | Shri R.P. Sharma | Asstt. Programme Coordinator
and Administration Incharge |
| 2. | Shri Ram Gopal Sharma | |
| 3. | Shri Chander Bhan | |

4. Ms. Nawal Jeet Kaur
5. Shri. I. J. Chauhan Coordinator Field Visits
6. Shri OM Prakash
8. Miss. P. Madhubala
9. Shri. Sukhbir Singh
10. Shri Suraj Bhan

Mess Committee

Dr. Raj Rani

Participants 2

Cultural Committee

Participants 2

A Report

The Training Programme was inaugurated on the 20th of August, 1992 by the Director of NCERT, Dr. Gopalan. It was attended by a vast array of illustrious persons representing the various states of India. The participants came from 17 States/Union Territories and were representing State Departments of Education, State Councils of Educational Research and Training, State Institutes of Education, District Institute of Education, Faculties of Education of Universities, Women's Cells of the University of Grants Commission and other Women's Studies Centres.

Dr. Usha Nayar, Head, Department of Women's Studies, NCERT highlighted the importance of this programme. She emphasised the need for a renewed vigour in the programme of women's education and development. For this purpose the distinguished personnel have gathered and would be trained, so that they in turn can be the trainers and implementors in their respective states. The thrust of the programme is developing a positive image of girls, eliminating a low valuation of the female child and giving her the rightful place in the family and outside.

The infrastructure for reaching this goal will be the Universalisation of Elementary Education for girls (UEE).

Dr. Nayar also added in the concluding remarks that the curricula for school children needs refreshing change. It should enliven the mind of a child instead of making it benumb.

Dr. Gopalan hoped that the programme would achieve the needful i.e. indepth and meticulous training of the personnel to bring about more effectiveness in women's education.

SELF INTRODUCTION IN THE LIFE HISTORY METHOD

In the afternoon session, introductions commenced in a novel way of acquaintanceship. Each of the trainees, besides speaking about oneself briefly had to outline the attitudinal changes that had occurred in the three generations of their family tree, chronologically. These changes referred, primarily, to gender bias career choices, aspirations and goals achieved. Many a poignant moments were relived by the trainees.

All agreed that education of girl child can change her status. Education is synonymous with development

All aspects, whether social or economic are inter-related to the education and growth of the girl. This fruitful transaction of ideas revealed the variety of problems faced by the trainees in educating themselves and reaching the aspired goal.

All cases had an equally profound impact on the listeners. The female trainees revealed the problems faced by them in reaching their educational institutions, made almost inaccessible by distance; the inability to follow professional courses of their choice due to parental and societal pressure and facing a number of allied problems. A number of male trainees too belonged to families who could not provide support and encouragement. They talked of the economic aspect of having been almost forced to leave studies and also about the irrelevance accorded to education in rural and backward areas. They pledged that they would give all support to their children to educate them and follow careers of their choice. All the trainees belonged to different parts of India but they were united in their belief that education alone would lead to personal and national development.

All agreed unanimously that adult education and Non-formal education are as much a need of the hour as

education of girl, is. Mass club level motivation programmes are needed on a large scale to motivate public opinion in rural areas. Only then, can the high drop-out rate and non-enrolment of girls be checked.

Most of the time, a weak economic position coupled with a conservative attitude plays mischief in the way of non-enrolment of girls, especially in rural areas. The urban career women face problems in balancing a career and home as majority of men are insensitive to problems of working women. A re-orientation of adult role formation is needed.

There are also problems faced by aspiring individuals of specific communities. The marwaris do not believe in educating boys, let alone girls. Others believe that an educated girl will create rifts in her marital home. In comparison, women in hilly areas and North Eastern belt are treated more as an asset and are given equal status. No gender discrimination exists and females take an active part in all walks of life along with men.

All the participants felt that education should succeed in creating a complete person. Dehumanising affect of education should be obliterated the introduction led to a fruitful class analysis; differentiation of men

and women; regional imbalance of education. It also showed psychological individual traits and construction of individual personalities. It was an inspirational, exemplary and emulative discourse.

Course 06

Introducing India

Themes Covered :Resource Persons

The Land and the People	. Usha Nayar
Ecological Development and the Evolution of Status of Women	Aijazuddin Ahmad
Indian Society	. Usha Nayar
Indian Economy	. Sri Prakash
India Through the Ages	. Arjun Dev
Indian Polity	D.S. Mulla
Education in Pre-independence Period	A. Matthews
Education in Post-independence Period	N.V. Verghese

06 The Land and Its People

Main Points Covered:

The Indian vista contains every topographical category of the world. The arid deserts of Rajasthan, the tropical forests of Madhya Pradesh, the coastal plains of Konkan and Malabar, the storyy Deccan Plateau, the alpine reacher of the Himalayas all co-exist and house a large variety of people fed on different cultures and climes. Though belonging to a number of sub-cultures our common historical experiences and the corresponding developments have kept us together, bound in a super-culture that is essentially Indian.

It is rightly said that the geography of a country determines the history of a country. The land and its people, the two important components of Geography set the pace of historical events. An objective analysis of one's land is needed for a systematic appreciation of one's culture.

The movement of the early invaders and the foreign influence made an impact on the encountered areas and people. The Mongols, Afghans, Mughals entered India through the narrow corridor of Khyber Pass and ransacked

areas which are now known as Punjab, Haryana, Rajasthan. Their destructive activities included molestation and kidnapping of womenfolk. The men of the Indian warrior tribes brought out the Purdah as a protective shield for their women. The latter were secluded from polity and thus began an erosive process of low valuation of women. They were treated as a burden and hence lost their assertive decision making position. Participation of women in matters of art and culture were frowned upon. This led to a skewed and retarded cultural consciousness in those 'frontier states'.

South of the Vindhyas, women continued to participate in affairs of their interest. Due to the insulating influence of the mountain barrier appreciation of women continued on a positive scale. The culture too grew rich. Similarly it has been noted that status of women is highest amongst the mountain people. Women face none of the problems associated with a low status and deal with home, hearth and fields effectively. This too can be attributed to ^{an} escape from foreign influence.

But the tribal belts of Central India have suffered largely due to alienation from Central and State policy making.

Educational progress and development of women can also be charted against geographical and historical variables. Kerala is densely populated (approx. 350 persons per sq.km) and has a friendly terrain. Since times immemorial it has been a coastal area of repute and has been ^{the} focus of foreign and missionary interest. All these factors, have led to a high literacy rate. Importance of women due to the matriarchical learnings of the Kerala Society has further highlighted importance of women.

On the other hand, Rajasthan with a scarce density of six persons per sq.km. in Jaisalmer, coupled with conservative attitude of Rajputs, Jats, Marwaries, a harsh climate and terrain, insufficient density and economic backwardness gives a dismal show of being one of the low literacy states.

But inspite of all such geographical variety, it was reiterated that monsoons and common festive occasions reaffirmed the unity of our nation and its people. Our peculiar cuisine too united us in a bond of an affectionate mosaic. Subjectively, we feel one Constitutionally, also the Indian Administrative services vice keeping the nation together. Legally, the Indian Penal Code is unifying. Linguistically, though we speak a plethora of languages and dialects (around 500), the

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roots of all the languages can be traced back to Sanskrit and Prakrit.

Ecological Development and Evolution
of Status of Women

Geography of India is the process of cultural evolution. India has been under the influx of exogeneous features at different periods of history. Thus transforming the primitive into the modern and the closed into the open. . . is the process of intermingling took place underlining cultural renaissance, renewal and heterogeneity. Thus history has gifted us a Pandora's Box. A certain element of primitivity will exist in this age due to certain geographical features of accessibility or lack of it, of a number of areas.

Mode of production depends on geography. . . Certain areas brought up a pastoral life, others agriculture, some came to be known as technological core areas. Some economies generated surplus for reinvestment and were oriented to market forces. economies of other states were landlocked. The society . . . was moulded by twin process of contact and non-contact. The barter system existed, economy was a subsistence, surplus agricultural and pastoral commodities were grown.

Geographically and culturally, the national or world view or ethos of Kashmiris may not be comparable to

those of Bengalis etc. These contradictory situations have been given by history, ^{and} moulded, by geography.

The mountain wall of Makran coast on west, Himalayan range in north, Arakan Yuma on east close our country and surrounding areas to foreign influences. Thus confinement occurred ⁱⁿ early stages of history. This resulted in a peculiar psycho ^{the} of people of India, a level of self containment and autonomy was reached by the Indians. The diversities of ecological niches have been determined by geographical disparities. Along this line of thrust, nuclear core areas emerged e.g. the cultural realm of Awadh, Magadh, Malwa of Punjab etc. emerged. These held cultural determinants. The map of India has determined the influx of migrations. Due to pressure of foreigners, inhabitants of a perennial nuclei, may be ousted to peripheries of the country. As a result, India at all times present a plethora or a plural mosaic of diversities. This ^{situation is} uniquely and bafflingly Indian, comparable to only Africa. This regional and cultural divisions led to inhibited movement and more of localism,.

Ecological niches in different parts of the country offer a variety of potential of development. Thus an all India culture has not developed.

This 'diversity' can be made into our strength instead of our weakness. The ruling elite belong to the core nuclear areas and other cultural moles may be marginalised or peripheralised e.g. Kashmiris, Nagas, Sikhs etc. These 'ignored' elements are now rising against the state monopoly, with deprivation^{and} aspirational grievances.

In the economic sphere, the absorption of both sexes of population is necessary. This can be moulded in the ecological framework. Ecology has created a variety of working conditions and potentialities. Ecologically, India can be divided into three parts.

1) North Indian plain; 2) Himalayan Plain; 3) Peninsular Plateau. Rainfall distribution also creates differences. The dryness and wetness and the longevity of growing season will either give opportunity of work throughout the year and thus^{maximum} will be the absorption of both males and females in work force and less will be subjugation of females and erosion of their rights, e.g. Bengal, Kerala. In tribal, food gathering and collection economy, all will participate equally because survival depends on community work. Thus relations become egalitarian and not stratified. There is no subjugation of women. In other areas, agriculture brought prosperity and a consciousness of property.

Relations of production become stratified and unequal. Private property becomes the aim as family was recognised as a unit in social life.

A dividing line exists between the North Western and South Eastern zone. The differences show that women are heavily entrenched in work in the latter zone and women are marginalised in occupational spheres in former zones. Also paddy culture of South East demands more absorption^{as} compared to the wheat culture of the North, is the explanation offered by some sociologists and anthropologists.

Power can also be correlated to social and institutional factors rather than always ^{to} an economic factor. A working woman, necessarily may not be an independent woman and vice versa a non-working women may not be necessarily subjugated. This also depends on a peculiar familial psyche and institutional power structure.

Indian Society

Major Points Covered:

India is an ages old society but a relatively young state. Various forms of social organisations or categories of affiliations exist in the Indian Society, like the following:

- a) Family
- b) Kinship
- c) Marriage
- d) Caste
- e) Religion
- f) Political System
- g) Economic System

a) Family pre-existed marriage. A family followed either a matriarchical or a patriarchal system. In the former the power belonged to the mother or the mother and she was the head of the family. In a matrilineal form of family, the property moved from the mother to the daughter. In a matrilocal system, a boy moved into the girls' houses after matrimony. There is evidence of a matrilineal society in the Harappan civilization.

Patriarchy came to be practiced later on. Matriarchal and Matrilineal systems are still practiced among the

Khasi and Garo tribes of Nagaland and Iyers of Kerala amongst species of mammals, the mother-child duo or dyad is the most primitive form of social organisation. All other affiliations revolve around it.

b) Kinship - This affiliation moves along the lines of either filial loyalties; village associations, belonging to a caste or tribe especially in rural areas. In urban areas it can take the form of ^{loyalties of} class, work place organisations, etc.

Marriage - This is the most revered of all affiliations. But still a number of vices and malpractices lie within its folds. A simplification of nuptial process is needed. It should not lose its sanctity but its crudity.

Mental awareness is needed desperately to change the psyche of the people. A daughter is treated as a temporary member of the family. She is referred to as a 'plant in someone else's garden'. This influence her parents either to pamper her and protect her as a beloved guest or to make her work hard. This has a terrible influence ^{the} on psychology of girl. Property rights should give equal status to woman. The constitution does promise equal rights to property. Either there are nuclear or joint families. Around 33% - 40% households are female headed but are unrecorded.

In lower and poorer sections of society nuclear families are less conservative and norms are made to suit oneself. One reason may be the economic independence of women. Middle class roots are in joint families. This class is more conservative.

d. Caste - It has an occupational basis. Its historical roots lie in the policy of British enumeration.

The Constitution also lists certain castes and tribes and protection of their welfare. This rigid, vertical hierarchy is used as a political whip. Job reservation are harmful to the scheduled castes and tribes as it makes them dependent and reliant. What should be promised is educational help.

e. Religion - This has been an aberration of the post independent India. Loyalties to religion and language supercede all other loyalties and have become fissiparous. Regional divisions have occurred on these lines. The unfortunate part is that language which is part of the culture has become a handmaid to religion.

f. Political System People also organise themselves into political parties according to their belief of political values or for sheer opportunism. According to participation in elections and other

voting behaviour, the population can be divided into various categories of politically pathetic or apathetic; women voters; scheduled caste vote bank; student voters; trade unions etc.

g. Economic System In this class there can be the various business houses and their work force. Also a number of sectors of economic activity e.g. Private Sector, public sector, commercial sector. The urban working class may collate on basis of Trade Unions and rural farmers join kissan or majdoor Sanghs.

Indian Economy

The problems: the Indian economy faces can be the following:

1. On eve of Independence, India faced tremendous problems. Millions of inhabitants were uprooted and had to be rehabilitated permanently. This was an extremely rare occurrence. Never before had such a transfer of human beings taken place on such a large scale and in such a short time period (just a couple of months)
2. In West Punjab, earlier in parameters of India, lay vast arable lands which after partition became property of Pakistan. The drier areas came under India. Similarly, on the eastern front, jute fields became part of Bangladesh. This, adversely affected the foreign exchange, liability of India. Now India had to import some quantity of jute. What was earlier indigenous became exogeneous. This led to foreign exchange problems.
3. Grow more food campaign had been launched in pre-independence era. With separation of Burma, our food economy lost its primeplace and leadership.

Paradoxically, being an agrarian country, India was food deficit. Thus in post independent period, a development strategy had to be launched on socialist lines. Best possible technology was imported. Many successful attempts were made in launching a number of basic and heavy industries. Many technological innovations were made in form of Green Revolution (agriculture), white revolution (dairy products) and technological revolution. All these occurred simultaneously. There was also danger of perpetual dependence and political arm-twisting. Thus an element of self reliance was considered essential. Soon under Nehru-Mahalanabis' strategy of development, India came up with its own technological renovation in 1960's. Our food problem was taken care of India emerged as an exporter of food.

There are inherent dangers implicit in blindly and straightforwardly importing a development model from an affluent developed country to a developing Third World country. In matters of development if a particular strategy has succeeded in a particular country, then there is an ~~chance~~ chance that the same plan will be replicated by another aspiring country. Another danger lies in repetition. When circumstances have changed, the strategy then becomes obsolete and it should then

be discarded eg. public sector had been fruitful till 1970's but later our economy was stable enough to be privatised. But we continued with Public Sector. Earlier heavy industries had been levelled under the umbrella of Public Sector, now it had to be ^{the} turn of non-heavy industries, medium and small sector of economy. For this privatisation was needed. . .

Regional equalization and social welfare, infrastructure can be dealt by small and medium sector. Then regional imbalance of heavy industries can be mitigated. Road and railway network needs to be strengthened.

Areas of failure can also be enumerated. If privatisation exists in India, then equal privatisation should exist all over the world. A fair, perfectly logical, competitive market should exist all over the globe. An infantile economy should not be thrown open to international wolves.

There is also the futile stalemate of 'Oligopolistic competition'. This entails ^{that} a high cost of production leads to high prices. Manufacturers and producers would rather face demand recession than lower prices for consumers. Technology for a country holds the threat of labour displacement.

As far as education is concerned lately, there has been a revolution of rising expectations. Due to this girls are sent to be educated. This is more of a market demand, because it caters to a matrimonial and employment market.

Single salaries are falling short of requirement due to inflation. There is an evident rising inter-relation between development and inflation.

The paradigm of development lies within the agrarian spectrum. Policies need to be in tune with grass root events. Amongst poorer sections of people, there is demand for work rather than demand for education. Population boom is mainly due to the fact that children are an asset as money earners.

We have to get rid of the poverty syndrome which is entrapped by under development.

India Through the Ages

Major Points Covered :

The first known Indian civilization is the Harappan Civilization (2250-1750 B.C.) From 1750 BC - 600 BC there was a rise of cities and states after influx of Aryans.

The culture which developed in the Indian subcontinent after the Harappan Civilization was very different in levels of technology. The technique of smelting iron ore and making objects out of iron was developed.

Aryans had no concept of state. Wars were fought not for territorial acquisition but for capturing cattle. By 6th century B.C., they began to settle down from being pastoral nomads to agriculturists. Governments came into being. There was the growth of the 16 Mahajanapadas or states. Some of these were republics, others were kingdoms. They became centres of culture, craft and trade. Use of currency in form of punch-marked coins began. Buddha and Mahavira were born in this age. Agriculture became the main stay.

Asoka was the most important king of this dynasty in Magadha. In fact, he is known in history as the

first ruler in India. He imparted benevolence in spread of dharma or a certain code of conduct. He was a benign ruler who helped in the spread of Buddhism but did not impose it.

In the period from 2nd century B.C to 3rd century A.D, India for the first time came into contact with the western world, through the Greeks, Kushans and others. This was a period of cultural and economic development. India now became part of the larger sphere of economic development in the world, from her earlier position of an isolated entity.

Towns came up in kingdoms. Science and Technology advanced. There is evidence of use of stitched clothes in this period. Armies and military warfare were developed. Art and sculpture progressed Idol worship began. The first Hindu temple was built in the 4th century A.D. Greco-Roman or Gandhara style of Art became popular. Many scientific and mathematical innovations were made. Charaka and Aryabhatta acquired fame. After this, came Islam, Sikhism was born and Bhakti Cult was favoured by the devout.

Meanwhile in the European Society, the whole feudal order of society of the medieval ages, collapsed. There was an exploitation of new lands. Industrial revolution

brought awareness to the masses and working class Laissez-faire, liberty, nation-state became the order of the state.

There was no movement of political democracy in India. By end of 18th century, Afro-Asian parts became colonized by countries where changes had taken place, i.e. the Anglo-saxon world. These handful of powers, English, French, Dutch, dominated these parts. With this begins our modern history period. Our autonomous developments ceased to progress.

Composite Nature of Indian Culture

Indian historical experience is unique. All racial stocks e.g. Mongloids, Negroids, Australoids were represented in the Indian populace. There were migration of tribes to India right from the coming of the Aryans. These tribes became a part of our mainstream. They came from established cultures and thus occurred an intense intermingling of their cultures with the Indian culture. A great diversity but it is a rich variety which makes the Indian society more replenished.

Indian national movement realised that Indian nation cannot be built on homogeneity of a monolith but on recognition of diversity of India.

There should be survival based in respect of such diversities. Ours is a highly composite - integrated culture.

Indian Polity

Major Points Covered :

India has 32 administrative units. India has a unique personality due to reasons of size. The sixth largest country in the world, it occupies 2.4% of the total world land area. Space is an extremely important feature of India which conditions its polity and decision making. We are sustaining about 16% of the world's population.

The Indian size and quantity can be mirrored through existence of more than 400 districts, over 300 sub-castes; more than ^{half a} dozen religions; about 18 languages; about 60 socio-cultural regions; around 2000 dialects. This astounding variety is reflected in the federal quality of our Constitution.

Our preamble imbibes qualities of democracy, socialism, secularism and federalism.

Indian society is stratified both in terms of castes and classes. Many political scientists analyse Indian society as an analogy of archaeological layers. Democracy was opted for because it offered a solution to many post independent problems.

... etc. Many features of our constitution like Directive Principles of state policy. Fundamental rights, universal adult franchise have been adapted from constitution of other countries.

Our electoral process has also been regular, timely and reasonably efficient. We have had as many 10 General Election. Inspite of poverty and illiteracy, we have been able to conduct, more or less, free and fair elections. But the irony is that though we have democratic government but we do not have a democratic and egalitarian society. There are remannts of feudal order. Thus a number of recurring and discordant notes are created India has a peculiar brand of secularism which keeps in mind a myriad of religious beliefs and the state policy refuses to align itself to any particular religion or dogma.

Keeping in mind our sheer size and diversity, the founders of our constitution found federation and not centralism feasible. But unfortunately a very thin line of division exists between a cooperative federation and a secessionist movement.

As far as socialism is concerned, the main crux of our debate is social justice. The main concern for us ^{is} egalitarianism in distribution.

Indian Education - Historical Perspective

Major Points Covered :

Before the English advent in India, the basic native education was widespread. It was imparted only to boys. Girls were imparted domestic instruction at home. All schools were supported by the village community. Teachers were not trained and were not provided by government or state but belonged to the village itself. Emoluments were in form of small contributions made by the community.

The nature of indigeneous education was not communal. The education given was not sophisticated but dealt with agricultural skills and rural practicalities. It resonated with the agricultural, rural and social milieu.

All social, feudal, hierarchiacal values were part of instruction. This system was also precarious. It rested on the benevolence of the people. Any calamity or war and the school would be closed down.

How did it disappear ?

The British Education system displaced it. The notion that the English education produced only babus, clerks

and white collared workers is false and erraneous. If it was so peripheral how did it affect the social and cultural ethos of our society? It brought about such a vast structural displacement.

The British had a purpose of consolidation and empire building and creating an economic base. The role of British system of education was to create a substitute socio-economic order which echoed the class system in Britain. The new class created would eagerly imbibe the British philosophy and pass it on to the masses, as a mediator. Macaulay's Minute emphasised that government funds should be for the spread of English education and to create a social nucleus which the rulers wanted. The native system of education was sabotaged through cutting off of the financial drainpipe. It would henceforth be state regulated, its independence was threatened.

The social nucleus, the British so wanted, would be its bulwark against the Indian masses. It would be the cultural and intellectual army of the rulers. Due to financial constraints and tactical military reasons this was confined to the propertied class.

Even the Wood's Despatch of 1854 advocated the adoption of Western Philosophy and removal of Oriental philosophy.

A serious dilemma soon arose in the realm of pedagogy and knowledge. The Indians soon started regarding this system as alien. The interacting method of education and dialogue soon became displaced by the ritualistic method of teaching. By the end of 19th century, the educated Indians started questioning the efficacy of social, economic and political policies. Instead of being loyal they soon became disloyal.

Lord Curzon saw that it was a grave miscalculation. Now a reversal policy was started. Higher education was stymified. After 1921-1935 gap between the wars, the survival of British was purely political. All interest in education was withdrawn. Now it became a purely provincial affair.

By the 1935 constitutional act, education became a state subject. Nationalists soon started testing power vis-a-vis Interim Government, they could now implement the critique of western education (e.g. basic education of Gandhiji). They believed that Indian education system resonated with Indian ethos. This system emphasised self sufficiency, dignity of self and a work oriented psyche.

During Prime Ministership of Pt. Nehru due to emphasis on heavy industrialisation and onset of India as an upcoming high powered technological country more significance was given to scientific and technical qualification.

Educational Development in Post-Independent India

Major Points Covered:

A pragmatic query to be made is :

How to educate people ?

More importantly, what to do with the educated people?

There have been different changes through the years.

In the first phase educational planning was more at macro level. After certain developments, educational planning did percolate to lower levels, but, unfortunately all regions did not develop similarly. Disparities became common amongst regions. Thus state level/District level plans became popular. Now came in micro-level educational planning.

An important thing must be kept in mind while planning for education, i.e. schools, education imparted and students are non-comparable categories. This is because of variegation of capability of states, different management levels and different curricula for children. Grass-root planning is the call of the day.

We have to develop an area approach ; when adult, formal, non-formal educational systems should be analysed

and planned for simultaneously. These sub-fields are integrated and impinge on each other. The following pertinent questions can be asked from educational planners:

- a) What happens to children when they are out of schools ?
- b) Whether subsidisation of higher level of education should be at cost of primary level of education.
- (c) Whether higher education should be left to privatisation or parallel colleges?
- d) What is the role of the state ?
- e) Primary education and higher education is a non-negotiable area. How much has to be spent on the two ? How is the balance to be kept ?
- f) At time of independence there were 49 million non-enrolled children, now there are 50 million. Why this stagnant status quo?

Sadly, we are increasingly losing credibility in our own education system. Even after rigorous professional courses we have a selection mechanism of tests. There is no job guarantee and there exists a ~~de-acceleration~~ of employment. If higher education is left to private market forces, an unhealthy competition will be given rise to which will be skewed in one direction.

Course 101

Women's Education and Development

Themes Covered:

Resource Persons

Part I

- | | |
|--|-----------------|
| 101.1 The Global Disparities | U. . Usha Nayar |
| 101.2 Educational Development in the Third World | Usha Nayar |
| 101.3 Women, Education and Status:
Case Studies | |
| i) Europe | |
| ii) North America | |
| iii) Latin America and the Caribbean | |
| iv) Africa | |
| v) Asia and the Pacific | U. . Usha Nayar |

Part II

- | | |
|---|-------------------------------------|
| 101.4 Status of Women in India :
Historical Overview | Kiran Devendra |
| 101.5 Women and Economy | A. . G.D. Sharma
B. . Usha Nayar |
| 101.6 Women and Polity | I . Susheela Kaushik |
| 101.7 Women and Media | . Anjana Mangalagiri |
| 101.8 Women and Law | Kiran Devendra |
| 101.9 Women and Environment | . Anjana Mangalagiri |
| 101.10 Role of Women's Studies | . . Usha Nayar |

Course 101: Women's Education and Development

Rationale: There is need to understand various dimensions of human problems with a focus on the status of women - their past, present and their contribution to human civilization. Part I deals with global disparities and the international scenario on women's education and development. Part II deals specifically with Indian women through the ages and in the contemporary period. The interaction between women, family, economy, polity, religion become areas for discussion. The role of women's studies in providing an alternate paradigm needs to be discussed in greater details.

Objectives:

- 1) To help participants understand an inter-relationship between education, status of women and national development in a comparative perspective.
- 2) To delineate the role of women's studies as a possible social critique for and providing a framework for action.

Global Disparities

Major Points Covered :

Though the East-West gap may have closed in terms of ideology, after the downfall of communism, but still an extremely tangible difference lies in monetary terms. A clear dividing line exists between the two parts of the world in terms of affluence and the fluidity of movement of capital.

Disparities are nature bound also. Three-fourth of the world's resources are cornered by one fourth of the world's people. The Anglo-saxon population inhabiting the northern hemisphere and falling under the Temperate climate zone are in the enviable position of being the owner of the maximum amount of natural resources. The southern hemisphere is the most heavily populated and having the least of resources. The dark continent of Africa is the worst hit area on this globe, with poverty, under development and on top of all this, most of the areas are facing an unrelenting drought condition.

Most of the third world countries fall under the classification of Ex-colonial countries especially countries

of South Asian Subcontinent, Latin America and Africa. A colonial past has disturbed relations between humans and between humans and nature, in all such examples.

Man harmed man, when entire demographic make up of a land was distorted by transporting many races of humanity to different parts of the world. The British and French colonists transported many backward classes of the colonized to new areas of cultivation, e.g. Fiji, Carribean Islands, Malaysia, Phillipines etc. On economic scale, unheard of and vast depletion occurred. Land was turned into cultivation of cash crops such as cotton to produce large quantities of raw material to make the looms run in Lancashire, Leeds to Manchester. Thus there was inadequate food in the country to feed the indigeneous population which was starving. Bio-diversity was replaced by monocropping. The nutritional level of the Indian population has been decreasing since 1901 due to this reason.

The 'Drain of Wealth' helped England and exploited India. Famines epidemics created more problems to Indians. The Indian peasant was alienated from his land on had to pay heavy taxes which eventually led to mortgage of land. These economic problems of the colonial part continue to

exist and appear in post 1947 period in a different picture. Politically and administratively, a large scale transfer of bureaucratic and parliamentary ideas took place. This led to re-entrenchment of another elite into power.

For preservation is not the mantle of only the developing countries which are marginally industrialised but more a duty of the developed nations who contribute maximum to global pollution in way of industrial waste,

Educational Development in Third World

The third world is separate from within, culturally and geographically but the ex-colonial past and under-development binds this sphere together. The foreign policy of India reflected non-alignment and economic self-sufficiency. A strong thread of anti-racism existed. It enjoyed a high esteem in world affairs Debt ratio in Latin American countries is extremely high. Dependency syndrome is perpetuated. These countries become satellites of the 'Big Brother'.

Pattern^{of}/schooling in Africa was residential which was meant especially for the local elite, the bureaucrats and the colonizers. The local elite was co-opted to rule the masses. True for India also. The institutions set up suited them only. The condition in Africa was much worse because of forest Terrain and sparse population. A very miniscule minority only were educated. There was total educational vacuum in the Dark Continent.

In India, first schools were set up in Madras. It was mainly port-centred economy. Education grew around it. Thus education spread around these nodal points.

As Macaulay said, the English succeeded in creating 'brown Sahibs' out of Indians. Thus it was able to separate elite from masses. Educational enclaves were created. This was the root of regional disparities, prevalent today. Girls education was ignored till about 1947. Bulk of effort of girls' education was done by private efforts e.g. Arya Samaj, Sanatan Dharma, Theosophical Society and Khalsa Diwan.

Due to this 'Pocketisation' of education, urban areas will always be ahead of rural areas. Thus, there were regional disparities and gender disparities.

'Tertiarization' means general education courses. At the time of independence, there was shortage of 'technical and scientific know-how and workforce. Indian Institute of Technology's, Regional Engineering Colleges, Polytechnic's were opened in post independence period to produce engineers, science experts, to work in industries.

It is essential to make technological knowledge indigenous to the country before application. If followed blindly, it leads to a reversal of technological knowledge or 'brain-drain'. Vocational education is moreover available only in urban centres. This implies copying

wrong models. There is more to learn from one another. Many successful models of third world countries can be adopted.

Thus the colonizers have left behind an equally unscrupulous elite who continue to rule as unrelentlessly and harshly. Role of education is generating human resources, inculcation of required skills, attitudes and values conducive to socio-economic advancement in egalitarian social order . There is need to have alternate package of education and training to suit the developmental needs and changing technology.

Women, Education and Development - A Theoretical Framework

Major Points Covered:

Growth with equity is popular in planning concept. Filtration theory preaches that with a lot of growth a smooth percolation to the grassroots takes place. Developmental strategies seem to benefit the urban rather than the rural poor. Another wrong notion was the idea that development meant reaching the affluent stature of the developed first world countries. The Dependency school entrapped the developing countries especially of Latin America. The only yardstick should not be the US \$ per capita income.

Now the division seems to be on line of low income and high income and less on line of development. Another distinction till a year ago, was the market economy and a non-market economy. The earlier school of thought was the Developmentalists. This means the idea of borrowing a development strategy and applying it to one's own country. We inherited a feudal, conservative administrative structure of the independence but we implied a socialist Five Year Plan of development. People's development should be roused from people's actions.

Planning needs disaggregation to lowest rung of nation. Breaking up of macro models is needed. Relativity to micro planning is needed. Each district has different goals and different capacities of inputs and thus needs its planning.

After the Just of euphoria of independence and optimism settled down, that it was realised that the planning had avoided the rural people and women, totally. Marginalisation and welfare approach to women's education and development. Due to equity and justice missing in the planning, benefits were reaped by only one class. The approach was not justice oriented.

It was in the 1970's that an introspection took place and in the next decade a revision of planning of a micro level approach was adopted.

Women's equality cannot be achieved by mere provision of rights to women but come about by their ability to use these rights. 1991 - 2000 Decade has been dedicated to the education and development of girl child especially the rural girl child.

Social roles of men and women need to be redefined to enable them to perform public roles and family roles.

Women's Education and Status : Case Studies - Europe,
North America, Latin America and the Caribbean, Africa,
Asia and the Pacific

Major Points Covered :

The construction of formal knowledge has traditionally been the preserve of men the world over. Dutch and Roman law were codified by males and civilization in the west based on male centered Greeko Roman Latin culture. Western civilisation, expanding to subjugate the peoples of the world, itself encompassed a cultural ethos and social order in which women were subordinate to men. Testifying to the subjugation of women in Western society, Dutch and Roman law held women to be infantile and not entitled to own property or sign deeds.

This historical backdrop of inequalitarian relationships between the sexes has been perpetuated into contemporary western society and is manifested in varied forms. To illustrate, suffrage for women had come about only as a recent development in American history. In some of the states of the American union, women do not enjoy formal rights on par with men even to this day. At the workplace, the vast majority of American women are drudges, with as many as 66 per cent in clerical positions and only 10-15

per cent in the top executive bracket. Although 12 years of schooling had been available to all Americans regardless of sex, women had been denied access to higher education.

The sexist climate in America can be seen also in a social pattern wherein following early marriage earnings from menial work are tapped to finance higher education for her husband who eventually goes on to become a professional while his wife continues as the drudge of the American workplace. Given the backdrop of a sex discriminatory climate in the United States, it should come as no surprise that a major plank of Nixon's successful presidential campaign lay in his opposition to a policy requiring employers to provide free care for the children of their women employees. Nixon's presidential campaign also entailed opposition to contraception and abortion - a policy which meant a significant undermining of women's freedom.

The women's movement in America emerged against this backdrop of sexism. American women began organising themselves into an anti male movement to fight for property rights and rights to higher education. The movement was characterised by a strident tone, however, and 'libbers' as an epithet for women seeking liberation came to acquire

a derogatory connotation. In contrast to the American situation, Indian women are entitled to equal rights under the constitution and the law of the land. It is noteworthy also that twelve women were represented in the constituent assembly of India.

In France, the rallying cry of 'Liberty, Fraternity, Equality' applied only to men and not to women. The situation of coloured women in France is particularly pathetic and has parallels in 'progressive' America where Blacks were given rights only after rigorous civil rights movement.

In Japan, the Meiji Revolution had universal literacy among its goals. By 1901, the objective was achieved and by 1950, 10 years of literacy per capita had been attained. But industrial progress in Japan followed a familial authoritarian model with males in positions of authority functioning as patriarch^{ical} figures. Women were accorded a subordinate status as depicted for instance, by the geisha - women trained to pander to male needs. Working women served in such menial occupations as those of telephone operators and sales girls. Women were denied entry into higher education and into the higher echelons of the corporate world.

In the context of western and by these experience, there has been a shift away from providing access to education and towards changing the content of education so as to eliminate sexist biases in textbooks and thereby empower and liberate women. When compared to other Asian countries, India is way ahead in this exercise.

Women's contributions to building up slave societies have not been fully recognised. In the West Indies prior to 1883, manual work had been done by slaves from black Africa. In 1883, the British abolished slavery and the blacks in the West Indies shunned manual labour from that time on. To meet their labour needs in the West Indies, the British imported indentured labour from Asia. Women were part of this migratory stream. Although in a minority, they contributed substantially both in economic terms as well as to the perpetuation of their native cultures in alien soil.

Status of Women In India : Historical Perspective

Major Points Covered:

Status of women has not remained static, it has changed from one period of history to the other, it is different in different regions, religions and culture, Status of a woman, it has been observed, improves as she grows older. Status is also culture specific.

Women had a high status in the vedic and post vedic period despite the system being patriarchal. There was respect and general societal concern for women. Women had equality and freedom. Though the son preference was there, but once a daughter was born, she was looked after with care and affection. Women had the right to debate and discuss with men. Men always looked forward to get women's co-operation which they valued a lot. Women made significant contributions to literature, scriptures, education and even in warfares. The negative of the period from the status of women's point of view was that married women did not have property right.

Brahmanical period and Manu's code had a negative impact on the status of women. Manu was against women's

equality, freedom, widow re-marriage. He is also known for his belief that wherever women are happy, Gods are happy too - this has an implied meaning that women cannot be happy, if they have problems. Vashishtha is the contemporary of Manu who recognised the importance of a mother as a thousand times more than the father.

The Muslim period was also not favourable to women's status. Lot of social evils came in female infanticide, child marriage, purdah, enforced widowhood, polygamy and devadasi system. Girls lost their right to education. In the eighteenth century a number of social reforms worked for improving the status of women (Ram Mohan Roy, Ishwar Chandra Vidyasagar, Dayanand Saraswati, Jyotiba Phule, Maharishi Karve, Pandita Rama Bai and many others). It is because of them that most of the reforms centred around women.

Meanwhile Indian women participated in a big way in the country's freedom struggle. Their contribution was recognised. They were given the voting right soon after the country became free. The Government of India passed laws to help Indian women. The status of women did improve to some extent in the post independence period. The contemporary period has number of positives for women, but at the same time there are problems of female

infanticide/foeticide, dowry deaths. Dowry demands are causing a lot of anxiety to girls' parents.

The Historians can help in writing that such evils were not there in earlier periods, the negative examples can be negated by re-writing them positively. Positive re-interpretation of historical facts could help in raising the status of girls/women.

A. Women and Economy

Women are vital to the economy. Women are producers and make up a third of the work force. When expanded domestic work, (in dairying, poultry, collection of fuel and fodder) is included WPR (Work Participation Rate) of women totals 51%. Women play a crucial part in non-monetised sector. Their work is unwaged and not measured against capital. Women produce use-value works e.g. collecting water, teaching children whereas men do cash-value, monetised work. Women are an extremely vital labour force.

Women in India work for 15-16 hours in a day as part of family labour but it has no price or value. The aim is to generate a new value system, where burden can be shared and a woman's work acquires visibility. India invests more on its men work force than the ignored women work force 90% of rural and 70% of urban women are unskilled. Women are rarely land-owners. They are targeted for output but not given enough inputs. These are eye opening, but dismal facts of reality. Social organisations such as cooperatives and trade unions are participated maximum by men, women form a tertiary part of such bodies.

There is a disparity between the work contribution of men and work contribution of women as regards recognition. The various agents of production are all inter-related.

Our model of economy is the following:
Individual choices of contribution can fall on lines of either Production, Distribution, Consumption Processes. These choices are often constant and there may be some interventions in form of state, directly, in owning the systems of production and distribution e.g. in erstwhile USSR.

There are indirect interventions in mobilizing the resources and expenditure. In the former process, the state determines the ratio between men and women as part of work force. There may be developmental programmes directed at women as part of the economic redirection of the country e.g. facility of creche system, baby sitting facility. Contribution of both sexes fell on equal lines.

Indirect influence is common throughout world. Individual choices and market forces operate freely in this case. State mobilized resources in such a way so that an indirect impact was created on the economic situation.

The advantages are a profit creating margin which a worker may enjoy, the fruitful gap between the wages a person is drawing actually and what his actual capability is.

In Indian case along with operation of free market economy, state also directly intervened by providing welfare schemes for women, children and backward streams of society. So what is mobilized from people in form of tax returns is reinstated back in form of such schemes.

If input of women is needed in agriculture and they cannot contribute to it because of insufficient household facilities. Thus the agriculture sector is affected negatively e.g. if 100 women are required in service sector and cannot be released from household sector, the women ended up working in both sectors. But the household work goes un-accounted.

The problems caused were: During 1970's - 1980's women ended up doing double job whether in industry or agriculture. The goods produced for consumption catered to need of a certain set-up.

From 1951 onwards, rate of development has been very slow. The real problem sector has been the manufacturing sector. This along with agriculture contribute to the Indian economy. The Gross Domestic Production has been steady. These are economic growth indicators.

There is also the population growth indicator. This has been more faster and steeper. The per capita income has not grown along with population growth. Inflation growth have also shot up and has also brought per capita to half the value. This adds to the incongruity of our economic system.

Savings help in reinvestment of capital and is capital generation. Directly it is done by industries and manufacturing units and indirectly by household sector. The latter is the steady economic path. This can be attributed to women due to low consumption levels. Thus our sustenance levels also rise. It also sustains our economic development.

Rate of savings per family indicates women as a positive factor. (70% to 80%) saving in household sector.

Liberalisation - can be called a structural adjustment. The public funds depend on household saving sector. Liberalisation demanded reduction of taxation on corporate sector. We should save more and reinvest in industry and agriculture. The more the investment the more the development. This was the said self reliant programme, the prior privatisation programme.

Now, our development was to be export orientation. It was going to amalgamate our market to the global market. New public funds are to be used for infrastructure of communications and input of goods. Thus health, care and nutrition are ignored. The non-formal sector is facing a serious threat from Multi-National Corporations. Our own self reliant specialised technology has to be developed.

What is needed is internal liberalisation. There is drastic need for removal of red tapism and a sluggish bureaucracy to develop our local economy.

Our resources are mobilised through direct taxation and indirect taxation. Earlier the former was 15% and the latter 80%. Now the former is 10% and latter is 86%. Thus burden is more on middle classes and lower class paying indirect taxes.

Resource crunch leads to unemployment and anomalies in education.

B. Women and Economy

Among the types of economic activity generated by women in India is 'household' or 'domestic' work which, almost exclusively a female preserve in the country, constitutes a vital but grossly undervalued type of economic activity. Despite the wide range of essential services covered, 'domestic work' does not qualify as 'productive' activity as per the census of India definitions. Consequently, 'domestic' workers are not included in census enumerations of the Indian labour force. Since all women do 'domestic' work, 'working women', as per the census definition, are those who do domestic as well as other work. The question of what the census has to say about the economic activity of women in India may be examined with this limitation of census data kept in mind.

Data from the 1991 census of India show that of the country's 'active' female population - the female population within a specified 'active' age group - only 23 per cent were 'gainfully employed'. This compares with a figure of 52 per cent in the case of the 'active' male population in India in 1991.

Table 1.

as a Percentage of 'Active' Population,
India, 1901 - 1991.

Year	Work Force Participation Rate	
	Males	Females
1901	61.1	31.7
1911	61.9	33.7
1921	60.5	32.7
1931	58.3	27.6
1951	54.0	23.3
1961	57.1	27.9
1971	52.8	14.2
1981	53.2	20.9
1991	51.6	22.7

Source: Census of India.

The pattern is at one with international experience, reflecting a perspective which could conceive of women only as mothers and housewives and which ignored women's roles as farmers and producers. Women have been excluded from agricultural training and agriculture related activities even in societies where they had extensively participated in the domain of agriculture.

Recent Trends

Since 1971, female work force participation rates have shown a rising trend, slightly more pronounced in rural as compared to urban areas. Consider the rural scenario, Evidence may be gleaned to show that the proportion of agricultural labourers among female workers, in agriculture had increased over the 1971-81 decade, the proportion of cultivators having declined during this period (Sundaram 1989: 77). This points to an entry of women into the labour force as a consequence of their being forced to seek wage labour concomitant with the pauperisation of peasant households. The urban increase in female work force participation is very likely linked to the growth of women's education and increasing employment opportunities for women in urban areas.

A disturbing trend to be noted is an increase in the incidence of female child labour over the 1971-1981 decade. The increase in the proportion of workers among females in the age group 0-14 during the period in question was of the magnitude of 33 per cent. In the case of males, the incidence of child labour had declined by 3.5 per cent between 1971 and 1981. In several states, girls are involved in substantial numbers in hazardous industries

like bead-making. A large number are involved in gem processing, hand embroidery, grain cleaning, processing of red chillies and the like. Most remain 'invisible' as they are involved in family based production and do not work in factories or farms.

Women and Polity

There is a dire need to change mainstream disciplines to suit and mould women's studies. In the past 15-20 years, a certain consciousness has come for aligning women's studies to other disciplines.

All variables like caste, class, religion are discussed in relation to Indian Society and politics. Gender category also needs to be studied in this relation.

We consider our polity an egalitarian one, because women do contest elections and are a part of the parliament and cabinet.

But the reality is somewhat different. From 1989-91 only two women were in the ruling front. There was only one female minister, Maneka Gandhi. From 1984-1989, women's rights were given top preference. Certain political parties are also more amenable to women than other political parties e.g. Congress I.

But still a lot of thought provoking questions need to be asked. Is a better quantitative methodology needed to deal with women's education and development? What is the role of those women chosen to Parliament? To what

extent do these women share with the common woman in India? A very important query is - what is the background of these politically motivated women? Statistics show that many of them are from political families and have been laid open to a particular political socialization process. Many of these women are from pre-independent Indian era or from highly educated families. A few handful are from Trade Unions/Student Unions and other forums of active politics.

The irony is that, while getting elected this strata depends on support of women but on getting elected to powerful positions, they do not depend only on women. They do not singularly represent the common woman of India. Are they merely additives to the existing system ?

For resources women depend on liaison persons and middle men or intermediaries. On getting elected, primarily the vested interests of such people are represented. Its not certain that the type of women coming to the Parliament will be the type to seriously support and cause. Its all a game of resources, where ver they get it.

Also the political consciousness of women is very low. They follow a very specific voting pattern. They depend* more on family opinion and family pressure.

Election studies questionnaires show a biased voting behaviour of women. This is a reflection of the political system and not the political consciousness.

There was a different perspective to women's participation in pre-independence period as compared to the present period. The circumstances and environment are different. Earlier, the nationalists were inspired with a kind of a revolutionary zeal. Every little participation had its own significance.

Women are often included in a ministry to cater to an emotional plea. They have a strong vote bank. Though inclusion of women in politics may be said to be an 'electoral gimmick' but still a start has been made, atleast.

After deserving the status of women in India, it can be stated that a successful policy should give a job to a woman, towards which she has aptitude. A successful placement should also not displace her from her household chores. If a policy does not add to her coffers and in fact makes her more burdened, it is of no use to her.

Perspective of women and on women is changing
helped by women studies.

A. Women and Media

A conservative media projects a wrong image of women. This becomes a danger. Under the garb of reality, a lot of harm can be done. The reality mirrored does not concern urban women only. A wrong media projection encourages violence. The depiction of women in media needs to be changed drastically as media is a powerful agent and has an effect on certain minds.

Women should be treated as an individual person, an entity and not as a wife or mother only. The relationship between a woman and her family is more complex than the media leads us to believe. Many myths about the women's image need to be exploded. The media should help and is doing so in projecting an alternative image of women otherwise an unhealthy inundation of mind and spirit will take place. Media messages give stereotypical images of men as strong powerful ambitious and women subordinate dominated, senseless, weak and a decorative ornament. The conflicts of women at work also need to be understood.

Average number of hours spent in TV viewing is around 5½ hours daily. If the time is so much then is it necessary to give a lopsided view of the world, a one dimensional look at the women of today?

8. women and media

women are disadvantaged in all sectors. A short life expectancy stems from a large number of issues, all eliminating in sheer neglect of a human being. The male and female ratio is going against the women. It is a step in the face of equality. More maternal and infant mortality rates due to hygiene, health, and nutrition neglect.

Media encloses all sorts of communication. Leaving aside the electronic media and newspapers, there is also all forms of dialogues and discourses between people.

An effective media communication is omnipresent, thus 'it falls into the trap of being taken for granted'. Change of attitude desperately needs an efficient media relations. An interesting example: The TV programme Krishi Darshan refers only to the 'Kisan bhaiyon', whereas, ironically three out of every five women are agriculturists and cattle rearers.

In Haryana 96.5% of all births take place at home and are taken care of dais. That shows effectiveness of awareness campaigns. 40-70 per cent prefer pregnancy before 18 years of age. 90% of dais held this view.

This ignorance is abysmally dismal. 90% of counting is covered by radio and 70% of country is covered by TV.

In the face of this coverage, these figures are dismal.

A communication revolution is needed. If subordination on cost of electronic media agents e.g. TV and Radio is made, the poor will be able to purchase it. In community viewing (in villages), 85-90% of TV sets are not working or are the property of the mukhiya or Sarpanch.

93% of purchase decisions is made by the children, Thus they have the potential. Awareness programmes should aim at it. They can be used as communicators.

Media portrays women as servile. This is not the right image. The working woman is shown as quarrelsome and selfish. A stilted stereotype projection restricts the underlying potential of women. Thus they are seen just as nurses, telephone operators, wives, teachers, maid servants. etc.

C. Women and Media

We are very silent observers of the media. We seldom question the portrayal of women, covered by media. There are certain stereotypes of the males and females which are projected which we may try to imbibe and enact.

We treat media as an authentic and powerful medium of image projection. This assumes significance, as it reflects the pattern of value system of society.

Success and failure of development programmes of women depend on media. Formal education may not be possible for all, the media then becomes a powerful short cut. But, media is not neutral, it reflects the attitudes of those in power and portrays their vested interests.

The visual and mental pleasure of the viewer is catered to, this is known as SCOPOPHILIA. This is male centred and masculine oriented. The woman in such portrayal is used as an object or commodity to pander to male desire. Thus being passive viewers of media is harmful. A critical reflection of what we are watching is important.

Our patriarchal value system discourages the viewing of films which do not portray a woman in a typical silver screen image. This value system reinforces it. This is indirectly, a triumph of passivity and a submissiveness. These ideas get deeply ingrained in young minds. Big screen is the truth for the impressionable mind.

In advertisements, there is an alignment of all products as selling objects to a female body. The female anatomy is thus commercialised, a woman is used as a bait. This has an impact even in the class, whom the advertisements are not aimed at e.g. lower classes. Also the media glorifies stereotype images of certain occupations e.g. nurses, receptionists, steno-typists as women.

Negative stereotype of women in Media:

1. Physical beauty - a woman's most valuable asset.
2. Woman's place - Home.
3. Prime need of woman - finding the right man.
4. Women compete against women.
5. Women as dependent, coy, submissive, silent sufferers.

The elite group represents the interest of media. It is their perception of women which influences a viewers' practices.

Women and Law in India: 1829-1991

The first law that was passed help Indian women was Abolition of Sati in 1829. The Government passed several laws for bringing Indian women legally at par with men - an attempt has been made to see as how many laws were passed till last year for women.

The laws that were passed before India's independence by the British were:

1. Abolition of Sati (1829)
2. Widow Re-marriage (1856)
3. Registration of all births and deaths with municipalities to check female infanticide (1870).
4. Age of Consent Bill (1891) dropped due to heated debate, finally passed as Child Marriage Restraint Act (Sarda Act) in 1929.

The Government of India passed large number of laws. These were:

1. Special Marriage Act (1954)
2. Hindu Code Bill - passed during 1955-56. It ^{was} split into four:
 - a) Hindu Marriage Law

- b) Succession Law (property)
- c) Maintenance and Adoptions
- d) Guardianship

After these monogamy became the rule, Hindu women had right to divorce, right to share property, adopt a child, be the natural guardian of her children and is entitled to maintenance in case of divorce.

Law was passed against prostitution in 1956 -
Suppression of immoral traffic among women.

Laws were also passed , for women working in factories, industries and plantations - creches were opened, maternity leave was to be given, women were not to work in the night shifts, weight that a woman was supposed to carry was fixed. Many other facilities were given to women.

Anti-dowry Act was passed in 1961, it has since been amended twice in 1984 and 1986. In 1986, a law was passed against Indecent Representation of women. Medical termination of Pregnancy Act was passed in 1971.

Equal pay for Equal Work Act was passed in 1975-76. In 1983, there was a change in the definition of rape and the onus of proof is now with the accused. Amendment of

criminal law (1983) gave recognition to domestic violence. It also provided that if a married woman committed suicide within seven years of marriage, the presumption would be that her husband and his family forced her to do so.

Sati Prevention Act was passed in 1987 after the Deorala Sati case of Roop Kanwar. Our Government has also passed laws to provide free legal^{aid} to women and National Commission for Women Act has also been passed. The Government proposes to pass laws for Married Women's Property Act and for banning female foeticide (Amniocentesis).

The laws have not been fully implemented because the needed awareness about them is not there. The laws have only been institutionalised - there is need to internalise them. The community/society has to play important roles to see that the laws actually benefit women.

Women and Environment

Nature is life sustaining. Various productive activities of growing food, collecting water, fuel wood etc. are unwaged and unrecorded and thus do not form a part of productive and remunerative or paid or commercial activities. Thus women who deal with these activities are also ignored. From an economic view, women reproduce to produce more, to get more hands to help in the house. Women have a vital part in subsistence economy.

As a result of exploitation of environment by the massive developmental programmes, occurs deforestation, land slides, diversion of rivers by construction of dams. On the other hand, subsistence economy is regenerative. All developmental programmes benefit industries, urban areas most and not rural occupations and people. Thus subsistence activities get marginalised. The women working in these activities suffer the most. Thus situation of women is aggravated e.g. before green revolution came to Punjab, women had a positive and productive role in Punjab. Now after mechanization, women have been forced out. All the programmes, henceforth were directed at the men and not the women. When it comes to skill development, remunerative productivity,

educational technology men are the beneficiaries.
Women have been forced into informal economy where no
wages rules, or working condition regulations exist.
This reinforced economic dependence of women.

Chipko movement of 1973 is a bright example of
the sense of preservation of women. Mahila Mangallab
have taken hold of community lands and promoted forestation.
Drought programmes are carried out by women in Rajasthan.
Certain management and organisation and preservation
techniques advocated by women can help in national
development.

Cash crops have taken over from vegetable subsistence
farming and thus food production has clambered down.

Role of Women's Studies

Earlier a fusion model existed in the primitive ages. A whole lot of evolution took place from 3500 BC - 1800 AD. This was the fission period. This was the period of transformation from primitive - agricultural method of economy. Patriarchy set in rapidly amongst all tribes and races of humanity except Nayars in Kerala; Khasis in Nagaland and some tribes in Africa. Knowledge created was by men and it was for men. Women virtually lost the right to generate knowledge.

Formal knowledge became domain of men, knowledge and work got separated. Th^us ulemas, monks, ^{pandits} padre, began to occupy important place up. Women were ousted from theology. As a result, women were also denied knowledge.

Later on, there was a massive awakening all over the world about women's education and subsequent development. It was realisation that women had to be part of knowledge. A multi-disciplinary approach to education was used. It was also realised that a constricting division of labour was the root of all evil.

In 1960's and 70's, western women scholars gave the lead and created new fields of knowledge. Knowledge

should be created for action. There is also a demand for open learning, life long learning and learning by doing. There is more emphasis on a vital awareness a consciousness which surpasses mere literacy.

The role of women's studies is two fold:

- a) Generate knowledge on women, this is being done by women scholars especially.
- b) Provide an alternative world view, education should be a valid means to support action. An education process is needed which enforces equality and dignity, as well.

Course 102

Education and Socialisation of Girl Child

Themes Covered:

Resource Persons

Part I

- | | | |
|-------|--|------------------------------------|
| 102.1 | The Girl Child in India: A Socio-Cultural Overview | Usha Nayar |
| 102.2 | Health and Nutrition of the Girl Child: Needs Assessment | A. Usha Nayar
B. I. Neelam Sood |
| 102.3 | Socialisation and Child Rearing Practices: Gender Roles and Identity Formation | Karuna Chanana |
| 102.4 | Early Childhood Care and Education of the Girl Child | Vineeta Kaul |
| 102.5 | Universalisation of Elementary Education | |
| | - Formal | Usha Nayar/Dr. Raj Rani |
| | - Non-formal | P. Das Gupta |
| 102.6 | Access to Diversified Secondary and Higher Education in India | Usha Nayar |

Part II

- | | | |
|-------|----------------------------------|----------------|
| 102.7 | Formation of Positive Self Image | Gursharan Kaur |
| 102.8 | Leadership and Decision Making | K.G. Virmani |
| 102.9 | Communication Skills | Usha Nayar |

Course 102 : Education and Socialisation of Girl Child

Introduction

India's child population constitutes about 42% of the total population. For success of any developmental programme for empowerment of women, special focus would be essential on the child population with a particular reference to the 'Girl Child'. All efforts to improve and raise the status of the girl child would fail, unless a proper understanding is developed on issues related to socialisation and child rearing practices in our country. Data needs to be collected and analysed to evolve strategies for improving the status of the girl child.

Objectives

- i) To assess and analyse the developmental patterns of the girl child in terms of health, nutrition, education, social and cultural factors.
- ii) To study socialisation patterns and child rearing practices and their impact on the development of self concept and other personality traits.
- iii) To identify barriers, suggest intervention and action based programmes to raise the overall status of the girl child.

The Girl Child in India : A Socio-cultural Overview

The female population in India is almost 49% of the total and 46% of females are under the age of 20 years. In contemporary India with so much of development, a girl child is unwanted - infant girls are killed by parents, a female foetus is aborted and the girls who are lucky to be born are later subjected to neglect education, health and after marriage to mental torture, dowry deaths/bride burning. The neglect of girls/women goes on because of lack of societal concern. One feels shocked when one is given the following facts:

- Every year, 12 million girls are born in India, 25% of them do not live to see their fifteenth birthday.
- Around 105 males are born for every 100 female births, in time this ratio approaches unity, however, the excess of female deaths in early childhood results in 104 to 105 boys per 100 girls by age four. The sex ratio (females per 1000 males) declined to 931 - a figure that keeps declining through the childhood years.
- In most countries the sex ratio is more than unity, being favourable to women. The 1991 census,

returned a numerical excess of 69.

Specific death rates reveal that upto the age of 35 years more females than males die at every age level.

Despite the improvement in the economy and provision for basic services in India, the sex ratio has been deteriorating from decade to decade.

- Girls as compared to boys, are at greater risk of dying during infancy in the states of Haryana, Bihar, Gujarat, Punjab, Rajasthan, and Uttar Pradesh.
- If not controlled, female foeticide would contribute to demographic imbalances.
- 13% of female deaths are before the age of 24 years due to complications of pregnancy and child birth.

Female literacy is considered to be the most sensitive index of social development. Education of girls is a worthy object and needs no further justification.

It is well known that :

- More boys are in school than girls.
- Relatively fewer girls in rural areas attend school as compared to their urban counterparts.

- Girls form more than half of the illiterate children in the age group 5-9 years and 65% in the 10-14 years age group.
- The drop out rate and stagnation amongst girls is nearly twice than among boys.
- The drop out rate of rural girls is higher than that for urban girls.

Despite the child labour (Prohibition and Regulation) Act in 1986, children, especially girls continue to work in hazardous occupations. The work of girls is usually 'invisible'. Working girls in the urban unorganised sector remain largely unseen. They are overlooked by law, policy and programmes.

Child marriages affect both boys and girls. The consequences are more serious for girls. Early marriage 'enlarge girls' fertility span, malnutrition combined with early pregnancy results in physical wastage, birth complications and the delivery of underweight babies, who have reduced chances of survival. Early marriage reduces the productivity of adult women in every way.

Health and Nutrition of the Girl Child Needs Assessment

In a society like ours, marriage and motherhood are mandatory and thus lot of women needs to be bettered. In a society where we need to produce more, agriculturally or industrially, we need a healthy labour force and thus rises importance of health and nutrition.

Period before motherhood and after motherhood is equally crucial as the plight of a pregnant woman. Entire socialization process echoes neglect of women. Correct sex education is needed for awareness about reproduction.

World summit for children (1990) has helpful goals on its agenda.

- 1) Reduction of MMR
- 2) Safe water, sanitation.
- 3) Reduction of malnutrition
- 4) Removal of adult literacy

Family planning education, dangers of too many, too close, too young, too old. Attendance of trained medical personnel during child birth.

Opening of market economy should be sympathetic to the weaker section of society. A structural displacement

of resources should not affect the poorer and younger section of population. Basic investment in people should not be starved. Transfer of much needed capital to developed country in the arms race which is futile. Demilitarisation is needed to release funds for basic needs. Opposition to apartheid of gender.

Women grow and market most of the food in developing countries and get less food, less education and less health care.

B. Health and Nutritional Needs of Girl Child

A girl child in India has lower status. She is being discriminated against, healthwise and in case of nutrition.

Certain issues involved:

1. Sex Ratio: It has been low. Number of women per 1000 males is much lower. If we have fewer women, we are definitely headed in the wrong direction. Female deaths occur between 0-5 years; 20-34 years.
2. More female deaths as compared to men

Why?

a) Foeticide, female through amniocentesis.

In 1984, in Bombay there were 40,000 cases of female foeticide. This helpful technique has become a malpractice.

The argument that fewer women will enjoy more power is false. In West Bengal, there are few women, but sadly lack status. Amniocentesis should be banned except for tracing genetic defect of foetus.

b) Female infanticide - Registration of deaths and births done inadequately. It goes on due to societal sanction. It should be regarded as a stigma. An attitudinal change is needed.

c) Poverty is another variable linked with the above stated variables and also poor education. Faulty socialisation process leads to low valuation psyche.

d) Infancy - Girl infants are weaned off earlier. Feed is given in a deficit way. Fed on left overs. Birth order also is significant. Deaths among girls are more due to reasons which are vaccine preventable. This is due to negligence. Girls are hospitalised at very critical stages. During adolescence, girls suffer from anaemia especially during pregnancy.

New focus on adolescent girl needed. Girls needed to be treated as free thinking individuals. Data needed on deaths and mortality rates. All pregnant ladies to receive antenatal care.

A positive image and value of girls is needed.

Socialization and Child Rearing Practices and Identity Formation

Socialization deals with child rearing practices. A process through which certain social norms are internalised in a child. Family is the most important agency e.g. distinguishing between a girl child and male child. Educationally, this process may be reinforced especially in schools curricula. This has become the second important agent of socialization in modern contemporary societies. This education impinges on the socialisation process, then consciousness of this fact is necessary. A gender neutral approach is essential.

Examples of gender discrimination assigning of outdoor activities to boys. Capability should be assigned. Messages given through curriculum is gender biased.

Family determines socialization. Seclusion is more disadvantageous than segregation. Social content and social background explains a lot of issues of women development. Socialization determines social roles, whether male or female. By this it means, the education of girls is determined, the kind of schooling they will get and the length of education. Stagnation of women as individuals results. The claims of the poverty stricken are ignored. If education imparts some skill to the

girls, then it will be beneficial for the poor. If education ensures a money attaining function, then more and more children will come from poor families. The parents will also readily relieve them.

.. Division of labour is based on gender sowing, cutting and cleaning are girls' jobs, Boys are not trained to be disciplined. That is why girls tend to be better in studies at all level. All menial, impure jobs, of washing and cleaning are done by women. Thus the family becomes an extension of the hierarchical varna system. Once a women's skill is commercialised, it becomes a man's job e.g. cooking, tailoring.

Schools convey this distorted message. The message imparted is girls and boys are different. Girls' aspirations are also determined by societal content. This another bottleneck area, where many few women live their aspirations after their education.

Simultaneous talks of equality and then single sex schools is a paradox. But then in places like Rajasthan they are an absolute necessity. Co-ed. institutes should exist where it is socially acceptable. Moreover impressive role models can be formed in the minds of a rural girl student. Dowry and its linkage

with education. The more the education, the more is the dowry demanded by the bridegroom and his family. Daughter should not be given share of property as she will be married.

Gender lines are more difficult to cross for boys than for girls.

Early Childhood Care and Education of the Girl Child

This includes an informal or pre-school education. Montessori schools were basically for middle, class and urban upper classes. The first six years of a child's life are most critical and formative and needs positive socialisation. A communication process begins in a child and needs channelisation. Due to poverty or emotional neglect, if the child does not get any proper attention, even a reversal process later on cannot change the tide of things.

In 1975 was begun the Integrated Child Development Services (ICDS). It is basically a mother and child programme. The two cannot be delinked for proper development. The programme begins before the conception of child, because the mother needs to be literate, educated, aware and healthy. This programme has 5 basic components.

- 1) Health care for child and lactating mother.
- 2) Nutritional supplements.
- 3) Health education and nutrition awareness
- 4) Eliciting community participation
- 5) Pre-school education in form of anganwadis.

The need is to reach out to the adolescent girls who are going to ^{be} the future mothers. They are given family care, nutritional awareness at Anganwadis in the villages.

Even lullabys' sung out to the child is a cognitive developmental process in form of bonding interactions. Earlier the family support system were so effective that there was no need for pre-schooling. Now with the nuclear family system, the previous interaction is missing. A new concept is the child to child approach. A peaceful form of education is essential which does not over burden the child's infantile mind.

As far as a girl child is concerned, formulation of self concept is necessary. The perception of their roles should not be negative. More than a wife and mother, she is importantly an individual. Her potential should be nurtured. In pre-school the stereotype role formulation according to sex discrimination takes place.

Universalisation of Elementary Education: A Development Programme for Girls (Formal)

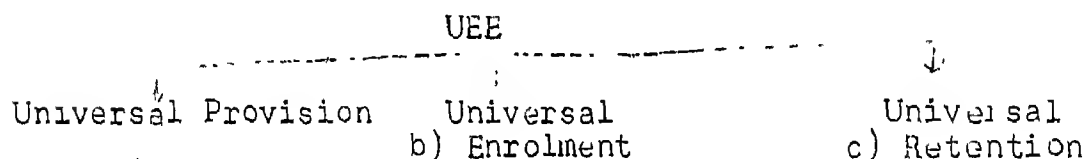
Major Points Covered:

Article 45 states lucidly, 'Free and compulsory education for all upto age of fourteen'. Nothing seems wrong with the solemn ambition. But things acquire a different dimension when we realise that this ambition had to be fulfilled upto 1960 !

There are a number of familiar problems relating to this Article which has not been worked out fully in practice. There is the problem of enrolment. But more disturbing is the menace of drop out or lack of retention of our education system. This is mainly due to poverty. By sending a child whether a girl or a boy, the rural family loses a much needed earning hand. Many backward tribal groups do not understand even the vernacular language of the district, let alone Hindi. They have their own tribal dialects. They are alienated from the mainstream and thus do not understand the importance of education. Though education is free but it is not cost free, money is needed for uniforms, stationery material and travelling to schools.

Specifically for girls, the causes for drop out and low enrolment are:

- a) Low status of girl child arising from low female literacy.
- b) Girls substitute women as mothers and workers.
- c) Negative utility assigned to educated women.
- d) Inadequate infrastructure; For 60,000 villages, we have less than 500 primary schools. There is insufficient resource allocation. Girls' education is a low supply and low demand area.



- a) Deals with the basic facilities provided for a smooth education process. There should be a primary school within walking distance (1.6 km). Only 53% habitations have primary school within habitation, is the reality.
- b) This deals with enrolment of all children from age 6-14. The reality explodes the myth.
- c) Retention is the most crucial. This is difficult as the more the number of children in a family, the more the need to work and earn. This becomes difficult to achieve especially as regards rural girls and tribal girls.

Now, thrust is also on content of learning and its quality. Learning is seen in light of achievement and attainment.

As less rural girls are educated, there is paucity of female teachers in rural areas. Against ¹⁴4 urban females reaching the primary level teaching, there is only one rural female who reaches that level.

Secondary and higher education continues to be an urban and elitist phenomena.

Education especially at elementary level is a distributive process. If distribution of funds is stringent, then education naturally wilts off.

Larger a village, more voice and demanding volubility it acquires and its needs are satisfied. On this scale, a lot many smaller villages are ignored.

Population is growing at rate of 2.11% annually and primary education at 1.6% annually. This race shows education as the loser. The street children, children of migrants, refugees, nomadic tribes are still uncovered by our education network.

Universalisation of Elementary Education: Development Programme for Girls (Non-formal)

Major points covered:

The depressing fact is that 460 lakhs of children are outside of school system. Out of this astounding figure, 50% have to be covered by formal school system and remaining 50% by non-formal education.

About 450 lakhs children out of this number belong to child labour force in organised and unorganised sector of economy.

For a clear understanding of non-formal education, it is imperative to contrast it against formal system of education.

- In NFE curriculum is flexible and need based.
- time duration of schedule is to suit the entrant into this system (approx. 2½ hours).
- timings are also as per the convenience of the children of the community.
- Instead of a teacher, there is an instructor or Facilitator.
- Curriculum has a local specific spectrum.
e.g. Andhra Pradesh has a problem based curriculum

which is sensitive to the particular social and economic problems peculiar to this state only.

Quick appreciation of curriculum is possible only if content is local specific.

What is the NFE approach ?

- This is a learner centred programme. The child continues with his wage learning activities and also attends school. This system keeps in mind that the child has achieved a level of experience and maturity and thus learning must be based on this.
- the child is not kept far from reality.
- this is participatory learning.
- a pleasurable atmosphere is created, so that a child even after a gruelling session at work place, finds the time and inclination to come to school.
- education is activity based and also integrated.

As regards funding, for co-ed NFE Centres, the central governments responsibility is 50%, equivalent to state's share of 50%. For girls NFE centres. The ratio is 90:10 and for voluntary organisation based NFE centres, the national government has the 10% responsibility.

A variety of learning materials are developed by NFE Department. This variety is due to different circumstances of communities and also due to different age groups catered to. Through this programme, children have to acquire minimum levels of learning as regards literacy, knowledge and awareness. This is a non-negotiable sector.

Access to Diversified Secondary Education

Major Points Covered:

India needs a mass education campaign to motivate the illiterate like the total mobilization movement in Tanzania under Julius Nyerere.

Earlier on there was the notion that Science and Maths were of western origin. Thus a general education was given to both girls and boys. But now 10 years of education is given in all subjects, including Science and Maths, to both the sexes. In Uttar Pradesh even today there is option of Home Science and Elementary Maths for girls which virtually destroys career possibility of girls as regards Science, Medicine and Engineering.

In 1959, a famous committee on women's education under Durgabai Deshmukh. It recommended that both girls and boys should be given an undifferentiated curriculum. And in middle school, both sexes should be given Home Science for correct socialization of boys also. This was a novelty.

In rural areas in middle school teaching of Maths and Science is poor in quality on the parts of the concerned teachers is lying vacant.

Secondary schools for girls in rural are very few. For whom is the education getting diversified? It is diversified only for the urban middle class girl. Technical and vocational education, like the ITI's and TTI's in the Higher Secondary level, also do not benefit the rural girl.

Multi purpose schools with vocational training came into existence under the Mudaliar Committee.

Diversified education deals solely with linkage of education with skill development and paid work. The value of engineering and medical degrees get employment steadily whereas a student of arts and Science is most likely to fall in trap of unemployment.

In Rajasthan only 2% of higher secondary schools are for girls. This is a shockingly low figure. A vicious circle forms when few girls go for science stream from rural areas and thus there is low number female science teachers in rural areas. Mahila Programmes in Andhra Pradesh give women vocational training, these are leisure time programmes. These programmes also assure jobs. There is a job reservation of 30% for women.

Thus in the beginning, public sector was emphasised. Now there is a transformation to a market friendly economy. This change has been the need of the times, if one does not respond to events around the globe than one can be overrun by them. Two peculiar problems of India have been casteism and communication. These are both variegations which respond to variety and diversity. These divisions are natural, but political opportunism banking on these divisions is artificial.

Regionalism is perfectly healthy in the national framework. They (the socio-economic geographic) regional blocks are stepping stones to a healthy and viable process of nation building.

Certain backward classes have been given reservations to bring them to level of national mainstream. Caste and class are co-terminous. It acquires an evil overtone when it is mixed with electoral politics.

Education is the only way of hope against the diabolism of divisions. It instils in us the power to rationalise against communication.

Developing a Positive Self Image Among Girls

Major Points Covered:

In most boys' schools, a lot of events of student disobedience and malfunctioning of teachers is reported. On the contrary, girls' schools are far far better. There are no administrative problems and girls are more obedient.

Girls are conditioned to the 'obedience syndrome' right from childhood. They have various problems - they receive no motivation from anyone as regards education and then help is required in housework. Thus it leads to a retarded career orientation amongst girls.

In psychological parlance, the concept of self image is the root cause of our personality development. Our self image is formed from our perception about ourselves. e.g. I see myself with my eyes and how others see me. This is a circular reasoning. Encouragement is an approach, thus a particular person whose behaviour is achieving approach, feels competent. His personality is imbued with confidence. This feeling is circular. An androgynous method of perception should be worked out. In this personality both psychological attributes of male and female co-exist harmoniously. Thus, we find in this

type of personality, a respect and admiration for all types of chores can be instilled, irrespective of sex.

In schools, all themes should be opened for all students. If a mother falls into the danger trap of not being a good role model for a daughter, then even a father can be a bad role model. Blame then should be shared by both. To erase this, androgynous role models need to be developed.

Leadership and Decision Making

Major Points Covered:

Management styles and the kind of skills involved can be classified into two broad groups - those associated with the functioning of 'appointed leaders' and those associated with the functioning of 'emergent leaders'. 'Emergent leaders' are typified by such examples as street gang leaders and populist politicians. 'Appointed leaders' are typified, for instance, by government functionaries.

'Appointed leaders' are appointed to a position conditional to their fulfillment of prescribed qualifications or achievements. 'Emergent leaders' tend not to require qualifications of a formal kind. Thus, an illiterate can become the Prime Minister but not a DLET principal. 'Emergent leaders' typically have uncertain tenures, whereas 'appointed leaders' have a great deal of security in terms of their continuance in the positions they hold. Another difference : if an 'emergent leader' goes to jail, it may turn out to be a qualification that adds to his political credentials. An 'appointed leader' faced with a jail sentence risks losing his job.

As can be expected, the skills of an 'emergent leader' are very different from those of an 'appointed leader'. 'Emergent leaders' would tend to need skills in manipulation, deceit and skullduggery. In the case of 'appointed leaders', such criteria as adherence to rules and regulations are paramount. For 'appointed leaders', it is duty which is all important. For 'emergent leaders', survival may depend on the ability to feel the pulse of the people.

In a political setting, 'appointed leaders' have to work with 'emergent leaders'. Quite understandably, the former can very easily become disillusioned when confronted with the opportunism, deceitfulness and manipulative skills of the latter. But appointed leaders much concentrate on their tasks and must function in their legitimate domain of rules and regulations. Let the 'emergent leaders' make false promises, take wild risks and undertake desperate gambles.

'Appointed leaders' are not policy makers or reformers, They are executors, who must perforce change their administrative goals as policies change. They must be 'effective leaders' who are sensitive to the nuances of work situation and who change their orientations in tune with political dictat. Appointed leaders, in other words, ought not to be

rigid. Nor should they become cynical when confronted with 'political interference'. They must recognise the realities on the ground and must strive to be the best possible 'effective leaders'.

Communication Skills

Major Points Covered:

Communication is an effort to bring about commonness of purpose and action. It is the transmission of a message between two or more persons and includes all those procedures by which one mind influences the other. A process by which information is exchanged between individuals through a common system of symbols, signs and behaviour.

It can be complex eg. by computers, data processing involving thousands of people; mass-media etc. It can be a simple relationship between a person and those around her/him - superiors, colleagues, friends, family and even strangers. A person can be commuting with himself/herself thinking, planning, reflecting, arriving at critical decisions - it goes on continuously.

By promoting communication, good exchange of ideas/information takes place among those who work together. This skill can always be improved upon. There is no best way to communicate. The manner, approach and nature of communication differs depending on the receiver or the situation. Communication is not to handle and control people, it is a skill which helps motivate, guide and

organise people.

In organisations, two important aspects exist, the talk dimension and the human relations dimension, both cannot be tackled unless people are taught. Communication is most essential for any organisation. The multiple talks of an educational supervisor or educator require effective communication.

We need information for performing our functions and for evaluating the contributions of others. Good communication will provide the necessary information and understanding needed for group effort i.e. the skill to work (ability and capability) and also the will to work (attitudes, motivation, co-operation and commitment) leading to job satisfaction.

103 : Elimination of Sex Bias from Curriculum and Educational Programmes

Rationale

Education plays a powerful role in the development of personality of children. It is, therefore, essential that they read textbooks that are free from sexist bias and sex stereotyping. This course analyses the National Curricular Framework in relation to all its elements, especially to the core value of 'equality' between sexes'. This particular aspect has received a lot of attention from our Constitution and Policy makers (NPE 1986, POA Now revised). The DWS has sensitization and Orientation Programmes on Education for Women's Equality and issues related to women's status for teacher educators, administrators, teachers, policy planners and trainers. During this course, the NCERT textbooks are analysed from the sexist bias point of view. This helps in identification of the existing bias/stereotyping while it sensitises the participants to this issue.

Objectives:

- i) Generate awareness about existing sexist bias in textbooks and how it operates in the educational system, curriculum development and its transaction and in the educational programmes.

Source 103

Elimination of Sexist Bias from Curriculum and Educational Programme

Themes Covered:

Resource Persons

103.1	Curriculum for Human Development	Sudha Rao
103.2	Curriculum and the Gender Question	Usha Nayar
103.3	Elimination of Sexist Bias from Curriculum	Sarojini Bisaria
	Elimination of Sexist Bias from Textbooks	Sarojini Bisaria
103.4	School as an Agent of Change and Intervention	Vibha Parthasarthy
103.5	Curriculum Transaction in: Science and Mathematics Social Sciences:	M. Chandra
	History	Indira Arjun Dev
	Civics	Supta Das
	Geography	Savita Sinha
	Languages:	
	English	Samyukta Ludra
	Hindi	Ram Janam Sharma
103.6	Inputs into Teacher Education: A. B.R. Goyal Working of DIETS	B. I.S. Suri
103.7	Inculcation of Scientific Temper	J. Mitra
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- ii) Removal of sexist bias from the content, process and transaction of curriculum and from all types of educational programmes.
- iii) To work out strategies for removal of sexist bias and stereotyping.

Curriculum for Human Development

Major Points Covered :

Male domination and patriarchy are ingrained in our society. There are ways and means to stabilise women's standpoint and curriculum is one of them.

There are a lot of important components which precede curriculum :

- make people unlearn first and then step into a new curriculum
- step into the shoes of the decision makers vis-a-vis the psycho-social stature.
- women's studies should be considered as a comprehensive course in itself.
- a very thought provoking point is that only 30-40% of contribution to curriculum is done by academicians. 50% of contribution is a cumulative amalgam of other elements.

Curriculum framers should keep in mind that curriculum is for:

- the institution
- for the students
- for the employers.

the administrators

the society.

Women should not be the sole clientele of women studies. Both men and women should be equal beneficiaries from it. Curriculum should not propogate divergent, parallel streams but streams which converge.

Curriculum should not deal with one level of education, but the whole system is complex of knowledge.

Curriculum is described as a contrast of process vs. product; curriculum as an input vs curriculum as an output. Curriculum is ultimately more than an institution, plan or a syllabus, its a belief', explained a famous thinker.

Curriculum should cater to institutional objectives. Unless curriculum caters to need of students, both men and women it will not be beneficent.

The unlearning process on which rests the entire edifice of curriculum, has to start at school level. This process has to play to various psycho-social and cultural elements.

If only, almost half the population (women) study women studies, nothing major will change. Only if the whole populace (including men and women) study women's studies

and development together, will a significant transformation result. The most significantly sensitive target is the primary school student. This is the base for beginning of attitudinal change. Thus school level curriculum becomes the first target.

Teachers are the sculptors of children who are like brittle rock. But, ultimately, teachers, teach what they believe in. They have entrenched value system which needs reformation. For this, various courses takes place.

The requirements of the employers also has to be fulfilled or they will not buy the products offered in the employment market. Curriculum should deal with empowerment and building of confidence of women. Thus curriculum should cater to needs of employment market.

Until and unless the curriculum does not suit the administrative officers of the institution, it never gets enforced. Resources, both, men and material can be cut off by administration.

Society is assertive as to what it will accept and what it will reject. The clients of schools are coming from families. These filial units are located in villages, blocks, districts and cities which in turn belong to either rural or urban categories, which in turn lives and sustains

in a society. Thus the social perspective is important.

The formal curriculum which is finally implemented is the perceived curriculum - perceived as it is, by the teachers, policy makers and employers. This operational curriculum is faulty as it encourages only a partial coverage of the syllabus.

One may thus observe, that this is a vicious circle - a new curriculum needs an unlearning.

Curriculum and the Gender Question

Major Points Covered:

The term 'curriculum' as applied to the field of education refers to a totality of activities meant to promote the intellectual, aesthetic, physical and character development of recipients in the educational system. Apart from academic activity, curriculum deals with physical fitness, art, craft, music, dance, drama and poetry. Curriculum entails the inculcation of such universally desirable values as secularism and the scientific temper. It fosters character development via camps and expeditions which, by providing exposure to hardship and adversity, engender and strengthen the attributes of courage, determination and mutual occupation.

Curriculum differs from syllabus in that while the term 'syllabi' refers to well defined units of learning to be transmitted within specified periods of time, 'curriculum' is wider in scope, pertaining as it does to the entire gamut of human development. Syllabi constitute the link through which curricula are disseminated forming the bases of textbooks and instruction at the grassroot level. Syllabi transmission entails the dissemination not only of knowledge, but inevitably of values as well, some desirable,

and some not. How do undesirable values enter into syllabi? Consider the case of an episode from the pages of a children's textbook. The episode shows a father and his young children at the mela while the mother sits at home by the chula, cooking the evening meal. This depiction of the mother in a subservient role is detrimental to the values of gender equality and represents a disgraceful social ethos allowed into the classroom.

The example is strikingly illustrative of the transmission of gender discriminatory values via syllabi. Gender bias pervades India's educational system, a sorry state of affairs with roots that can be traced back to a dubious colonial legacy of a gender bias infused curricula which envisioned men as breadwinners and women as housewives. The 'home science' syndrome in colonial Britain, inherited by India, saw education for girls only as a process whereby women were prepared for motherhood and marriage. Missionary schools established in erstwhile British India were instrumental in transplanting this gender - curriculum link from Britain to her Indian dominions. It subsequently took root and flourished, eventually infusing the educational system extent in the country.

Among the theoretical bases of the gender curriculum link in colonial Britain was the belief that females had

smaller brains than males. On account of this, it was believed, girls ought not to be exposed to the undue hardships of such subject areas as higher math - a disciplinary field which consequently came to be a male preserve. It is interesting to note here that a 'white supremacy' theory of Blacks being intellectually deficient and fit only for manual work was 'instrumental' in the spread of vocational and technical based education in colonial Black Africa.

The existing situation of gender discriminatory values in the country's educational system demands remedial measures. Syllabi should be made gender sensitive so that they do not serve to reinforce the gender discriminatory biases of Indian society. How can policy makers and planners work towards this goal ? They have to enter into a creative partnership with the implementors and ultimate disseminations of syllabi - school principals and teachers.

Elimination of Sexist Bias from Curriculum

Major Points Covered:

The topic brings us to the crucial question, 'What has to go and what stays in curriculum?'

One thing which definitely stays, is the knowledge determinant. But the overloading of curriculum has to be taken care of. If too many facts of the past are loaded on a child's brain, then the present will become subservient and will thus be neglected.

Knowledge has to be disseminated in a capsular way, in segments of both time and space (temporal and spatial segments).

Attitudes are formed through perceptions. Perspectives are generated or cultivated through statements made, erroneous or otherwise.

Attitudes should be conducive to human values. One comes to a deductive logical conclusion, that if a particular human value treats all human beings as equal, then why should ^{an} in-human treatment be meted out to women? Derogation of women's rights is directly an abrogation of fundamental values.

Also making human values subservient to religious and mythical values results in harmful social values eg. Sati, female infanticide etc.

An unnatural, separate projection of women, harms a child's intellect. Women should not be put into a reserved category like the scheduled castes and tribes.

A woman is a common denominator amongst all classes/tribes/groups.

How to evaluate the teaching material vis-a-vis equal situation for women? Values commensurate with development and stature of women, today, should be projected. A positive image of women should be portrayed through exemplary models.

Elimination of Sexist Bias from Textbooks

Major Points Covered:

Development of girl child is a part of a holistic programme which demands development of family as well.

Girls do not have a self image and more, importantly, they are not allowed to have a self image by family or society. A dent in the education system has been made by girls - but only girls from urban areas,

Where are the rural girls ?

As regards any project for educational reform **concerning** elimination of sex bias, a consensus formula should be used and not an attack approach.

Sensitization is not enough activation is also needed. Actualisation is possible only when activation reaches a saturation level.

In all this programme of activation, the primary school teacher, sows the seeds of attitudinal change. Its essential for women to have awareness of citizenship rights. Those things which create negative situation for women have to be abrogated. Values should be commensurate with status of women.

All human values e.g. speaking the truth, need to be engrained to become intrinsic.

Status of women is not a static thing. According to time, it can mean something else. Also values need to change with time and circumstances. Why do we need scanning of our books and material?

This is essential because new material will be the base of unlearning. Situational change into a new mould will be according to measures of values.

School as an Agent for Change and Intervention

Major Points Covered:

It may be taken as a presumption or an assumption that school is an agent for a change and that it promotes gender equality i.e. a positive intervention by the school.

The right to education - constitutional rights and the right to equality legitimises the interventions and gives the schools the right to intervene for promoting gender equality.

The constitutional values differ from our traditional values.

One begins with the traditional values as the society too begins here. For example the decision making in the family depends upon the male number (Patriarch), the age of the individual as it is said that the older is more with wisdom and experience.

Whereas the same in our constitution values is based on the knowledge which is received from various sources like media, society, institutions etc. Thus decision making forms an interaction of all these people.

It is also a fact that no decision is without knowledge in the traditional values the knowledge was received from the community, caste, (socio-economic), religious groups. Regional (territorial) ^{groups} which were the unifying factors.

Sources of knowledge have changed and sometimes the share of patriarch has been cut down and the matriarch's share has gone up and this is possible amongst the modern ^{families}. Since the woman is confined to the house traditionally she receives information from all the sources like media etc.

We can say that the constitution gives us the right to intervene. But where one should intervene is another question.

Two important things to be kept in mind when intervening are:

- 1) While intervening to promote gender disparity one should remember that it is not cutting down on the power of the male child as it is not a war but the growth and development and the boy child in the school should be allowed to grow laterally. e.g. A boy grows up in an ambience that he is brought up differently. But when a girl says she is not available, the society does not approve it.

This is where the school comes in for example in the case of going for an excursion, if the boy had gone last year, the girl should be permitted to go ^{next year.} This kind of lateral growth would be important for boys.

2) The second point is that our schools begin at something simple i.e. a thing/topic/matter that is the least controversial, something that is feasible and is present there. For example the boy can be asked to bring a glass of water and this should begin at home. Boys in the class can also be asked to bring water, roll numberwise. They should get the feeling that it is a privilege. This must be translated to the other levels also i.e. at the teachers level.

Women are associated with beauty, aesthetic, decoration whereas the man is the masculine He-man. Most common examples are of the speech given by a boy and the flowers presented by a girl during any function.

A letter will always begin with 'Dear Sir'. In the constitutional values now what is important is competency and position.

There is no competency required in giving away the

prizes or flowers etc. Everything in a school should not be done because it has been going on for generations but should be clearly thought about.

Therefore one must look for competency and there should be no label as to who is required to do what kind of work. For example, competency of clarity of speech over the telephone is the only thing required in organising a meeting etc. which can be handled by either men or women.

Even while writing recommendation letters there are a separate set of adjectives for boys and girls. For example in boys, they would be intelligent, adventurous, courageous, brave, strong etc. Whereas in girls it could be 'honest', 'Hardworking', 'sacrificing', 'obedient', 'kind hearted' etc.

This is therefore a very delicate matter and it is a project that has a very long gestation period and doing anything new has set backs. and we should use institutions as interventionsists.

Curriculum Transaction in Science and Mathematics

Major Points Covered:

In the sociology of all affiliations, the mother-child duo is the basic element. A woman, who is a mother and a wife is an important component of a family, but she sadly lacks the recognition.

The field of science is designed by men and it is for betterment of male species. Women, ultimately, have to accept jobs of lower status. Children and home making are supposedly primary for the female and a career is first for males. At times many lucrative career options are given up by a woman because of problems of distance and negligence of home and family. A science institute often helps a male scientist contribute a better work input. This scientist is more than often supported by a helping wife too. But is it the same in the case of female scientists?

Why is a child the sole responsibility of a woman only? Why do child care facilities and distance problems relate automatically to females and not to males? The biological interpretation, that the right hemisphere of the brain concerns mechanical, logical, scientific thinking and thus reflects 'manly' qualities and the left hemisphere concerns

descriptivity and not objectivity and is thus a reflection of feminine attributes^{...} is also erroneous. This gives an advantage to the males. This gives rise to the cliché that men are better scientists.

Is brain lateralisation a biological or an enormous sociological reason? The cause for this lopsided belief is our sociological reasoning and training. Brain lateralisation has not been determined biologically. Often, the brain of a particular individual 'develops' in a particular way ^{that} because he/she is made to develop a particular part of his/her brain.

Our sociological theory, value system assigns sex appropriate behaviour. Thus different sexes have different expectations. It is in this way, that a masculine image of science is perpetrated. Girls, then tend to shie away from Science as it has a masculine orientation. Society, parents and teachers discourage girls to enter physical science stream. The pressure which is put on boys to enter this stream, is not put on girls. The society seems resigned to this fact.

Studies in the Homi Bhabha Centre show that even childhood aspirations reflect this differentiation. For, girls the only prospect is a job, it does not ^{matter} where she is working or what work she is doing. She should

just be working. For a boy, an all encompassing career with all varied aspects is important e.g. career prospects, promotional aspects.

Thus girls, abandon, science, willingly and eagerly. against a background of stereotype jobs and other job related complexities.

Homi Bhabha Centre studies reflect:

- Career choice demonstrates sex differentiation.
- role model of career forms at childhood.
- career choice of girl does not change,

Also, it shows, that the family plays an important role in influencing - and changing career selection, adhering to sex stereotype roles. These studies, show another important factor i.e. the paucity of information held by a particular individual, especially girls, regarding a particular career choice and its future prospects. This information usually does not reach girls. Thus .5% . / career choice of girls often reflects 'the safe and the known' career.

Even in medical profession, women are more often in supportive roles e.g. nurses, There is also a bias towards medical options e.g. pediatrics, gynaecology. Men dominate in applied sciences, it is here that the sex bias becomes more glaring.

A sad irony, is the following excerpt from a Government of India document(1981). This was concerned with greater involvement of women in sciences. This 'progressive' document states, 'women should not be put in hazardous occupations where they are not biologically suited'.

Society is to a large extent responsible for taking women away from the field of science.

Science teachers should encourage girls to perform actively in science. There should not be different science for girls and boys. Also teachers should keep note that strengths and weaknesses need to be equally and evenly appportioned between sexes.

Contact between girls students and women scientists help in closer interaction. This helps in formation of role models. The notion that women scientists can be compatible with feminine attributes should be popularised.

The job market, family responsibility, social pressure and schooling, account for women's absence in science fields. The two myths that need to be exploded are -

- that there are certain characteristics inherent in subject matter of science.

that this subject matter reflects the interests
of males.

For changes to come about, a social transformation
is needed.

Curriculum Transaction in Social Sciences

Major Points Covered:

Curriculum transaction ought to be underlined by a positive approach to status of women. Social Science is not concerned by the superficial solution of problems of status of women. This is a deep rooted problem which needs an indepth analysis. Thus a social science approach is useful for 'digging' out roots of a problem through history. History remains as it is and is a constant factor. It also becomes a comprehensive subject to study. History helps in presenting a contrast between past and present. This way a lucidly clear view can be created. History involves social and cultural history also, roots of social injustices can be determined through history.

In all aspects of history, whether ancient, medieval, modern, european or world, women have received a mention. Also a comparative study of value systems, through the ages, leads one to an inquisitive inquiry as to what values are suitable for today. Pt. Nehru, rightly remarked, 'tell me the status of women in your society and I will tell you the nature of your society'.

History is not fictional but factual. It presents a clear perusal of facts, existing in a particular society, years ago. This can be an invaluable tool for comparison.

Excerpts from NCERT School Books which Reflect Status of Women

- 1) Ancient Indian History - Prof. R.L. Sharma,
'women could attend ceremonies alongwith their husbands. There is a record of five such women who composed hymns'.
- 2) Gupta Age - "Women were linked with animals and shudras. After yagna, remnants were left for women and animals. Like, the shudras, women were too allowed to worship certain deities. Vaishya and Shudra women took to agriculture and thus were economically independent. They were also out of control of their menfolk. First example of immolation of a woman took place in this period. A woman, could remarry if her husband was dead or ex-communicated. women were well versed in poetry and shloka recitation. In general, women were distrusted and kept in seclusion. Their lives were regulated by the male members of the family.

- 3) Purdah - The origin of this customs began with the commencement of the Delhi Sultanate. This practice was prevalent amongst the upper caste Hindus. The women were kept veiled from outsiders. This practice entered India with the influx of the Arabs and Turks. It became popular in North India.
- 4) Nur Jahan - She was a good rider and good at shooting. She often joined Jahangir on hunting expeditions. She dominated the royal household.

Recently a new course has been designed and new modules have been brought up. These new modules deal with social structure and changes. It deals with some sensitive topics like property inheritance, decision making, dynamics of quest for equality, moves for equality etc.

CIVICS

It is essential to tally illustrations with text. Both text and illustrations should correspond with reality.

Democracy means giving equal freedom to all irrespective of any distinction Constitutional Development too deals with women. Fundamental Rights too aim at everybody irrespective

of any categorization. Amongst these rights, the more pertinent ^{is} the right to equality, ^{and} equal protection for all. A contrast between the rural and urban scenario is done to portray a clear picture to all kinds of students.

An Excerpt - Prof. Rashehdudin Khan

"As far as an universal adult franchise is concerned we are far ahead of the developed countries. India is an example of a total acceptance of universal adult franchise. All democratic systems of the West, have a history of restricted adult franchise.

Irony, is that while the 'defeated' Germany, accepted Universal adult franchise in 1919, through the Weimar Constitution. It took nine more years for a 'victorious' Great Britain to accept female suffrage. France, which boasted of 'liberty, equality, fraternity', accepted this in 1945, Italy in 1948; Soviet Union, 'the land of October Revolution' in 1936; Switzerland, 'a democracy' in 1973!!".

No education and property qualifications are needed in India. The non-alignment movement, too stresses the contribution of Mrs. Indira Gandhi. The political systems and political ideologies become objects of comparison.

An important caution while framing curriculum is that the child should not be far removed from reality. A gradual and steady change of perspective is needed. This will have a lasting impact.

Geography - Dr. Sinha

No male-female bias has been observed in physical geography, which covers 50% of content of geography.

Diversity in a country brings in different cultures and different values. Thus in curriculum development all this diversity is dealt with impartially and all distortions in form of biases are removed. Such values which destroy a bias free attitude are also removed. But in all this framing and reframing, social needs are vital. Books should not be seen in isolation. A number of factors colour a child's perceptions eg. media. Thus books should show reality, as far as possible.

The debate about equality of sexes began from the most prosperous part of the world i.e. USA. This problem arose in isolation of geographical resources and prosperity. The curriculum should make a conscious effort, to remove all biases. It should be factual, too.

Earlier, NCERT School books on geography, cursorily mentioned sex ratio in human Geography content. Now, an analysis of low sex ratio is done and it has been connected to the status of women. Thus at school level, children are being made aware of this problem ridden aspect.

Excerpts (Economic Geography of India Class X)

'Human population deals with men and women. With unfavourable sex ratio, the average life expectancy of women is low. The picture is now changing due to effective medicare system.

~~In Japan, average life expectancy of a woman is 80~~
years - 6 years more than her male counterpart. In India, if women cannot read or write, their names, how can we expect them to be aware of nutrition, hygiene, family planning and sanitation'. Women's economic position - 14% of women are in active labour force, 80% in unorganised sectors. They are working in indirect ways to supplement family income. In Japan, there is 99.9% female enrolment leading to more economic prosperity'. If women are not educated, then they cannot work in many jobs.

Geography deals with development and development deals with equality. Equality directly relates to women.

Curriculum Transaction in English Language

Textbooks are an agent for removal of stereotype. The crux of the matter is not equality of sexes but equality of opportunity. Both men and women should be given equal opportunity in the same circumstances. Stereotyping of women as domesticated and men as bread-winners should be avoided.

As regards framing of books, illustrations carry a lot of meaning for children of primary classes. A complete variance from reality is harmful for them. At the same time, children should be given full awareness of what things are like and what or how they should be. Till attitudes change, no new and revolutionary curriculum can work wonders.

The main objective as far as English is concerned, is the influence of fluidity on language. Care is taken to include as many pieces (poetry or prose) composed by women or on women. Still, framers have to face certain constraints in acceptance or rejection of certain pieces of work. This may be due to factors of grammar and usage, appropriacy of a particular piece for a particular age group. The familiarity of the children with their environment is also crucial,

In our enthusiasm, we should not do too much and too fast.

Books should be a form of guidelines and suitable
for local and regional specifications.

Curriculum Transaction in Hindi Language

The process of socialisation begins at home, the parents can and they should help in right socialisation they should treat sons and daughters equally."

Textbooks and curriculum transaction will also help. Old textbooks are being revised to free them from sex stereotyping.

..

The textbooks had already been analysed by the participants - a lot of discussion was generated. The doubts of the participants were cleared by the speakers.

Inputs into Teacher Education

It is through teachers that value sensitive messages are passed. Thus it becomes essential that teachers are competent.

Steps taken to generate teacher competence:

- Events and messages from past should set a precedent to a positive re-orientation. In 1841, a beginning was made to Indianise, Indian education. Jyoti Rao Phule was the man without whom, the emancipation of women would have remained unfulfilled.
- demonstration of innovation is necessary to make an impactful input into teachers education. Without a demonstration; innovation often goes unnoticed.

Mahatma Phule had the foresight to make an important recommendation which has credibility even today. He had said that the place of women will be the same in society, whether agricultural or industrial, though the role may differ. Also, the method of transacting curriculum in both societies will be different. There are two opposing points

on a continuum - on one end is a remote village and on the other a metropolitan capital. If we have to move on this linear continuum, then how can a same curriculum suffice for all?

A consciousness has to be developed in teachers that co-curricular activities should be similar to both girls and boys. The teacher should have a conviction to provide an equity for both sexes.

Certain aspects need to be developed in teachers-

- concern generation and concern about equity of sexes ... awareness of various aspects of women's education (women and polity, women and law, crime and economy etc.)
- Communication with girl child and mother of girl child . This is the weakest link in schooling. A faulty communication system creates much apprehensions. The teachers' link with the student, his/her family and home should be strongest.

Link Pattern

UNESCO + NCERT - SCERT - DIET - TEACHER - CHILD
- HOME + FAMILY

- caring - training in caring of girl child is essential - the quest of enquiry in a child should not be maimed or killed, it should be generated.
- confidence - Is the teacher confident that he will achieve the object of equality between males and females? This conviction should be created in a teacher and he/she in turn should be able to create this conviction in his/her students and their parents.
- competence - Is he/she competent to change the textbook material? Bias of teachers has to be removed. Areas of competence of teachers should be identified, Areas, where social norms should remain dominant or dormant should also be specified.

A teacher should be able to impart knowledge and create awareness by following methods.

- providing information
- discussion
- testing
- workshop method
- brainstorming

WORKING OF DIETs

Major Points Covered:

Delhi has a population of 93 lakhs. It has a low sex ratio (1000 males to 830 females). This is probably due to inflow of migrants. Delhi has four bodies looking after education.

- Delhi Administration
- New Delhi Municipal Corporation (NDMC)
- Municipal Corporation of Delhi (MCD)
- Delhi Cantonment

Schools fall under:

- MCD
- NDMC
- Delhi Cantt.
- Delhi Administration
- Unaided Private Schools
- Kendriya Vidyalaya

DIEET looks after the Pre-service and In-service training programmes.

There are four DIETs in Delhi. In-take capacity of each DIET is 50. To bring more and more females in

Elementary Teacher Education, an additional 5 marks are granted to the total marks. of a woman candidate.

....

The programmes run by the DIET are Pre-service Teacher Education (ETE diploma). Women's education has been made one of the components in this course. Inderpuri was defined as a lab. area for DIET, Rajinder Nagar. It is used for collecting data and carrying out experiments.

In-service programme is for Primary and Upper Primary levels. The target is 1000 teachers. The DIET also has its own instructional package for operation Black Board. There are training programmes for Health and Physical Education and also training programmes for Head of Institutions.

Sensitization of school teachers on women's issues is the topic of the programme to be started by DIET and DWS (NCERT). This programme will be aimed towards:

- Heads/Principals of Institutes (40)
- School Teachers (160)

The various departments are :

- Adult and Non-formal education.
- Planning and management
- Educational Technology

- Department of Work Experience for Developing Low Cost Teaching Aids.
- Department of Curriculum and Material Development and Evaluation.

Inculcation of Scientific Temper

Major Points Covered:

The inculcation of the scientific temper is one among the core elements of the National Policy on Education. Four principal attributes of the scientific temper are: (a) inquisitiveness about things and events around oneself, (b) the courage to question traditional beliefs and practices, (c) seeking answers to the questions 'what', 'How?' and 'why' by critically observing, consulting, discussing and reasoning, and (d) being guided by facts, reason and logic. The spread of the scientific temper means a decline in superstitious beliefs and practices, among them those which contribute to the negative image that women in a patriarchal society have to live with. The dissemination of the scientific temper via school curricula is critical in this context.

The inculcation of the scientific temper in the context of the self image of women and society's attitudes towards the fair sex must focus on certain crucial aspects. One such aspect is related to the onset of the menstrual cycle, a biological phenomenon which can be a traumatic experience for an adolescent girl, particularly in the

light of traditional beliefs which equate menstruation with sinfulness. By contributing to an accurate explanation, the scientific approach can mitigate the psychological ill effects involved. Another example: a menstruating woman is traditionally believed to be 'impure' and, as consequently kept in seclusion. This myth too needs to be dispelled. The 'scientific temper' must extend further to enable women cope with the trauma of menopause.

Widows in India are considered inauspicious and are subject to a variety of disgraceful constraints. Similarly, childless women are believed to be a curse. Critical evaluation of these beliefs is essential. Another area in which the inculcation of the scientific temper can serve to change societal attitudes and values pertains to the practice of pre-maturation marriages. Knowledge of the strong link between pre-maturation marriage and maternal mortality ought to be disseminated as part of a package aimed at the inculcation of the scientific temper. Such a package must also seek to debunk the myth of the physical and mental inferiority of women.

In sum, the inculcation of the scientific temper must aim at a comprehensive change of social values, attitudes and practices. It may be mentioned also that we must guard against such misuse of science as amnioscentesis which, in a traditional setting such as that in India, would only further reinforce an anti-feminist ethos.

Educational Planning and Management

Major Points Covered:

What has gone wrong with our planning and management for the last 45 years? The government is losing its credibility by shifting its target. ~~This~~ is not planning but a negation of planning.

Where is the default?

Default lies in both policy planning and more so in implementation. Certain biases of parents on girl's education inhibit girls from going to schools. It is observed that planners have not taken socio-cultural values existent in our system, in their plans. There are some barriers to which educational planners must be sensitized. Educational planners have to realise the perception of new roles with focus on girls' education.

Central allocation of funds, reinforce the existing gaps between rich and poor states. With such grants, richer states race ahead in terms of education and poorer states cannot match the stride even with financial help.

Our education system is only supply oriented, there is comparatively less demand from people. How should planning be reoriented to a demand position?

All those who wanted to be in the education system have already come. Those who are left out are those who do not want to be a part of it. Amongst hierarchy of needs, education is least important for this strata of people. (the lower class/rural class).

Many times, over reporting or underreporting of data takes place, to suit the teachers. Educational planners have to look at the roles of teachers, a fresh.

A highly centralised management of educational planning is killing. Decentralisation in the real sense should be done. i.e. Transfer of responsibility is normally done but there is no transfer of power & authority.

Centre-state relations have been heard of, but have state-district or district block or block-village relations ever been heard of? In this ambivalent system of relations, the more articulate are heard.

A specific target oriented approach has to be adopted by planners, managers and policy makers.

Strategies which need to be employed:

- 1) In remote, rural areas, feeder/satellite schools are needed for girls.

- 2) Dormitories should be made for girl students passing the lower primary classes and being transferred to central primary schools from feeder schools.
- 3) Keeping in mind, parental concern, schools should be within walking distance. The latter is an ambiguous term differentiating from hills to plains.
- 4) Demand orientation should be generated.
- 5) Formal education system should be made flexible keeping in mind, a girl's schedule at home and work place.
- 6) Female school teachers from rural/local areas.
- 7) attendance scholarship for girls.

A streamlining of expenditure should be done.

School Based Programmes to Generate Awareness of Women's Education

Major Points Covered:

Behind each set of curriculum is a hidden curricula or an agenda. This is a veiled curricula, as teachers do not want to be specific about it. It is unlimited and cannot be specified and involves something more than teaching. Clandestinally, it concerns learning and imbibing positive knowledge and values. There is a certain set of characteristics behind each sex, an intermingling of those principles gives birth to same civilizations.

Schools are responsible for creating the national fabric. The learning which helps in creation of a positive, egalitarian national consciousness, is engineered by the hidden curriculum. Most importantly, children should be attentive to equality between sexes. For this, attention fixation programmes at school level are important. Teaching should not be a misnomer. Children should be taught, what is environmentally relevant for them. Teachers should try to move along with the current, as much as possible, but still should be able to make slight inroads. For this process of learning a mental/psychological process is also involved -

- sensation
- perception

- conception
- action.

We have nothing to lose except our wrong perceptions
and imaginations, to achieve equality of women.

Course 104

Qualitative and Quantitative Methods in Women's Studies

Themes Covered:

Resource Persons

104.1 Methodology of Women's Studies	Usha Nayar
104.2 Data and Sources of Data	Arun Mehta
104.3 Qualitative Methods in Women's Studies: Focus on Participatory Research	Bikram Nanda
104.4 Indicators: Demographic and Educational	Kusum Premi
104.5 Economic and Social Indicators	K.C. Nautiyal
104.6 Trend Analysis of Data	Y.P. Aggarwal
104.7 Practical Exercises	Raj Rani

Qualitative and Quantitative Methods in Women's Studies

Rationale

Women's Studies is a new field with a very special goal of promoting gender equality. Recent years have witnessed some marked changes in the methodology of women's studies. The thrust of studies has shifted from general, discipline oriented, descriptive macro-level studies to the micro-level in-depth action oriented research. In this context the importance of quantitative and qualitative methods in women's studies for generating necessary data and information on the gender dimensions on scientific basis has been emphasised. Updated information is needed to assess the present situation, gaps and the magnitude of the task with reference to well stated policy goals; for diagnosing the problems by undertaking benchmark surveys; for making projections and policy formulation, planning, implementation, monitoring and evaluation of specific programmes etc. The methodological thrust in women's studies is increasingly being backed by statistical findings and are essentially oriented towards participatory and action research. The researches are focussed on generating awareness against sexist approach and behaviour of the society and devising effective reformative action

for the betterment of women ensuring them equality and dignity in all spheres.

Objectives:

- 1) To collect, collate and analyse data
- 2) To take up action research (participatory)

Qualitative Methods in Women's Studies: Focus on Participatory Research

Major Points Covered:

Characterising the mainstream body of social theory generated over the course of the past 200 years is the pervasive imprint of a process of theorisation that emerged as a spinoff of the industrial revolution and the renaissance . Social Science had emerged as the 'Physics of Society', sustained and given shape by such proponents of social thought as Auguste Comte, Herbert Spenser and, in more recent times, Talcott Parsons. This tradition of social theorisation - the context of 'conventional research' - required that the researcher distance himself from those he is studying as an exercise in 'neutrality'.

A major break from 'conventional research' has occurred within the past two decades in the form of 'act on' or 'participatory' research. Unlike 'conventional research', which stresses the neutrality of the researcher, 'action research' advocates explicit partisanship. Action Research sees 'neutrality' as a code word for what the existing system wants one to be and as an immoral art which masks one's choice of supporting the existing social order. In rejecting 'neutrality' and propagating ideological choice,

action research ~~confers legitimacy on~~ conscious or deliberate bias..

While conventional research perceives knowledge to be a product of the researcher's mind, action research holds that knowledge is produced out there - in society, Action Research, prime importance to People's ideas and categories and holds that each one of us who is a participant is a potential researcher who automatically imbibes the complex methodologies that people use to organise their lives. In this context, the 'action' or 'participant' research approach maintains that elementary methodologies for acquiring knowledge are available to the lay person. To illustrate with an example, buying tomatoes in the market place can be seen as an ordinary activity - but may in fact entail a probabilistic sampling exercise with a sophisticated method aimed at eliminating the effects of such biases as those of the vegetable seller when he lays out and arranges his produce.

While conventional research sees social reality as being static, action research sees it as being dynamic; societal transformation is central to the action framework. In the action framework, a researcher is a participant in a process of social change and is simultaneously an activist and an academic. In contrast to the conventional

sociologist who, in studying social change, tries to infer change from phenomena studied at two points of time, an action sociologist himself participates in processes of social change. Apart from participating in and studying social reality, he is guided by a commitment to bringing about change in the desired direction.

Social research generated within the conventional framework appropriates a power over the people, but in the action framework, the researcher does not consider himself over and above the people he studies. His knowledge is people based rather than book based. Another feature of Action Research is that it tends to engender serendipity. Thus, a researcher studying a people's fuel needs may find his concerns shifting to environmental issues. Conventional research, on the other hand, tends to be guided by well defined theory which predisposes one to straitjacketed thinking.

It is only in recent times that women's issues have been given attention in social research. Theorisation in this area has, however, been miniscule, being overshadowed by more broad based concerns. Thus, social theory in the Marxist tradition reflects a conspicuous absence of the perception of women as constituting a subjugated social class or stratum. Marx did suggest that

within the family, the husband was in the position of the proletariat. But the question as to how this is made possible did not enter into the body of social theory in the marxist tradition. Action research can play a valuable role here by highlighting and making visible varied ideological manifestations which serve to perpetuate the subjugation of women in society. In doing so, action research can counter the influence of male dominance as manifested in conventional research.

While the participant observation technique has been used also by anthropologists studying society, participation observation in the action frame of reference is more participation and less observation. Another difference: in anthropological research, the questionnaire method involves the researcher framing the questions he asks. Not so in action research. Here, the problem is framed by the people themselves. The researcher is only a facilitator. In a manner of speaking, the questionnaire he uses is designed by the people he studies. In the action framework, the relationship between the researcher and the researched is not a monologue - it is a dialogue. The researcher in the action frame merely facilitates the expressions of people's knowledge.

Indicators : Demographic and Educational

Major Points Covered:

An indicator is seen in the following light :

- solution to a problem
- sign post
- derived statistics
- direction
- a quantity

It indicates something beyond the property it has. It denotes a number. An indicator is a statistic which tells us comprehensively about certain aspects of reality. Its a concise, comprehensive and a balanced judgement of reality. It is dynamic and mobile and not static.

When a comparative study between countries has to be made then, indicators have to be analysed. For research purposes and evaluation, we use indicators and also for statement of policy goals.

Characteristics of an Indicator

- Indicators make general comment
- They indicate something beyond their properties.

- They are quantitative
- They are temporal.

Indicators are context specific also. eg. population growth rate is an important demographic indicator.

Choice of indicators for women's development.

- progress over a period of time - women as compared to men - Intra group difference

Economic and Social Indicators

Major Points Covered:

The main focus of the course was to acquaint the participants with various demographic and socio economic indicators and to analyse their inter linkages. The participants were also given practical exercises to work out these indicators by themselves from secondary sources.

Following demographic indicators were discussed:

1. Density
2. Sex Ratio
3. Birth and different age groups
4. Decadal growth rate
5. Actual growth rate
6. Crude birth rate
7. Crude death rate
8. Infant mortality rate
9. Child mortality rate
10. Child women ratio
11. Child sex specific mortality rate
12. Expectation of life at birth
13. Marital mortality rate
14. Total marital fertility rate

15. Child dependency ratio
16. Mean age at marriage
17. Distribution of population by broad age group

All these indicators are to be studied for rural urban SC/ST and minorities groups.

In education various indicators include:

- (i) literacy rate (ii) distribution of population by educational level, (iii) enrolment ratio and school population ratio, (iv) pupil teacher ratio, (v) proportion of female teachers (vi) availability of educational infrastructure i.e. physical facility and the like classrooms building, playground, drinking water, laboratory, science equipment, blackboard, chalk, per pupil expenditure, opportunity cost, private cost, institutional cost etc.

Economic indicators included the following:

1. Work Force Participation for main workers and marginal workers
2. Distribution of workers by major occupational categories
3. Distribution of workers by economic sector, like: primary, secondary and Senior Secondary.
4. Distribution of workers by professions.

Social indicators included the following:

1. The incidence of rate
2. The incidence of dowry death
3. women participation in various political bodies,
like MLAs, MPs.
4. Percentage of women voters
5. Urban women in Panchayats, Zila Parishad and
public bodies.

Trend Analysis of Data

Major Points Covered:

Trend analysis is a technique for measuring changes over time, for instance, changes in literacy or changes in industrial production. It involves analysing time series data - data generated at different points of time - with a view to studying the magnitude and the direction of change in a given study variable.

A first step in trend analysis is the definition of the variable to be studied. This can itself be a problem. For instance, if work force participation rates are to be studied over time, the definition of who constitutes a 'worker' ought to be applicable to worker data generated at different time points. That might not be the same. Census of India data are particularly susceptible to such interpretative difficulty, considering that the census definition of 'worker' has been changing from census to census. In order to deal with this type of problem, an adjustment factor has to be devised with a view to making data generated at different time points comparable.

To illustrate what such 'adjustment' entails, consider

the case of 'literacy' as defined in the 1981 and in the 1991 censuses of India. In 1981, literacy was defined as $L(5+)/P$, where $L(5+)$ is the number of literates among the population aged 5 and above, and P is the total population. In 1991, literacy was defined as $L(7+)/P(7+)$, where $L(7+)$ is the number of literates among the population aged 7 and above, and $P(7+)$ is the population above 7 years of age. To make the 1981 literacy rate comparable with those for 1991, the 1981 rates have been recomputed with the population above 7 in the denominator and the number of literates above 7 in the numerator. Such precise 'adjustment' may not always be possible. In general, 'adjustment' is undertaken to enhance comparability at least to some extent.

Another crucial measurement problem in trend analysis pertains to the choice of the time period over which change is to be studied. Consider the following time series data. An analyst who chooses 1962 as the

Year	Per cent literate in country 'x'.
1951	30
1962	40
1963	32
1964	36
1965	38
1966	40

'base' year and 1966 as the 'terminal' year could easily be led to the fallacious conclusion that literacy levels had remained constant between 1962 and 1966 - but if the literacy rate for 1966 is compared to that for 1961, the data show an increase in literacy by as many as 10 percentage points. A given time series data base is thus susceptible to interpretation in terms of more than one trend. In the interests of depicting an accurate or as accurate as possible a picture of reality on the ground, the analyst ought to choose 'base' and 'terminal' years which appear 'normal' or 'average'. In other words, 'base' and 'terminal' years should fit underlying trends.

In trend analysis, the assumption is made that systematic or consistent changes underly time series data. The assumption provides a rationale for trend projection, an exercise which entails projecting past trends into the future. In general, linear trends have far better predictive value than trends of other kinds (such as hyperbolic). Predictive methodology in trend analysis devolves around this working assumption. One accepted procedure in projecting non linear trends entails the 'conversion' of a given non linear trend into a linear one, followed by linear trend projection and the reversion of the projected trend into a non linear form.

Methodology of women's Studies

Major Points Covered:

Women's Studies is a newly emerging discipline in the social sciences. The main function of women's studies is to discover, acquire and to accumulate knowledge about women, with the specific focus on women as an analytical category.

The 1970's gave birth to women's studies in India when the Census of India revealed on all the indicators of development the growing disparity between the male-female human component of our population on all the indicators. The International Women's Year, 1975 gave a great impetus to studies with a specific focus on women's lives all over the world including India. In 1981, all the syllabi of all the disciplines were looked into to assess the plight of expected learning outcomes in different stages of education regarding women's question.

It would be better to review the trend of women studies undertaken to see the trends in methodology. During the 19th century, when the social reform movement highlighted the many forms of women's oppression such as sati, child marriage, polygamy etc., enquiries on women's

role in the family, marriage, kinship etc. were undertaken. The studies were essentially descriptive macro studies. During the thirties and forties of this century, the participation of women in the struggle for freedom led to changing perceptions, regarding women's participation in national development - economic, social and political.

During the sixties, the dual role of women become an important area of study. Women's level of education and its relationship to development gave birth to correlational studies on women's educational status and its relationship to population birth rate, poverty, malnutrition etc. Some of them were microstudies, analytical, problem focussed and with a thrust on hypothesis testing. Thus the shift was from macro to micro, general to particular and from documentary analysis to participatory observation using in depth interviews and questionnaire techniques.

Women's oppression and subordination is one area which has been studied all over the world, during the last 10-15 years. These studies have given an understanding of women's secondary status and its linkage with the economic and political structure of the respective countries as well as the influence of cultural traditions and religious sanctions on the status of women. The changes in the focus of the

studies demanded greater involvement of a variety of disciplines and thus inter-disciplinary and multi-disciplinary approaches have been tried.

Today there is an imperative need to perceive future roles of women in our society and to monitor participation and progress of women in different spheres of life. Women's interaction with the society, economy, polity and environment has to be fully understood. If all this has to be done we may require the following methodologies:

- (1) We require quantitative techniques to develop indicators of the status of women for monitoring their progress.
- (2) As there are too many variables of whose interrelation are either not known or are very complex, indepth qualitative analysis using intensive field work methods of social anthropology and psychology are needed.
- (3) As women's studies are deeply concerned raising not only the quality of women's lives but the total gamut of human interaction, women's studies necessarily have to do the following :-
 - information
 - analytical
 - meliorative, reformatory, application oriented studies.

The studies have to be done not in the forms of pure research studies but in the form of action researches.



Data and Sources of Data

Major Points Covered:

Data provides the basic input for the analysis of situational, diagnostic and forecasting indicators of women's education and status. It helps us in developing programmes; formulation and designing of policy, planning and implementation strategies. In fact, data is power, as it can be converted into sample indicators as per specific needs and the purpose of enquiry revealing the reality, the present status, the trends and the possibilities.

There are two main sources for collecting of data. These are: (i) primary sources (ii) secondary sources.

The primary sources of data include both qualitative and quantitative data collected through field surveys. Often information is collected through sampling basis which has an advantage of being less expensive and possibility of collecting detailed information in a short time. Action research and participatory research is often done with the help of primary source of data.

In sample surveys one has to develop questionnaire which can be mailed or filled up through personal contact

as an interview schedules. The filled up questionnaire again need careful scrutiny and cleaning of the data to remove inconsistencies in data reporting before keying in for computation.

Sources of Secondary Data

There are several agencies at district, State, National, International levels collecting and processing data on several socio-economic educational demographic indicators. Some of the major agencies collection informations at national level including the follo.ing:-

National

1. Office of the Censur Commissioner of India (Population)
2. Office of the Registrar General of India (Vital Statistics and Demography)
3. Ministry of Agricultural Sciences (Directorate of Economics and Statistics)
4. Ministry of Rural Development (IRDP, TRYSEM and other rural Demography programmes)
5. Central Statistical Organisation (Statistical Abstract of Indian Union and National Income Statistics)
6. National Sample Survey (NSS) (Socio economic aspects of households)

7. Ministry of Health
8. Ministry of Human Resource Development (Enrolment, Educational expenditure, teachers, educational infrastructure in centres.
9. Ministry of Information and Broadcasting (India Reference Year Book)
10. Ministry of Home Affairs (Department of Police Research Bureau Crimes, etc.)
11. Election Commission (Representation in Legislative bodies etc.)
12. Department of women and Child Development.(women Programmes)
13. Ministry of Labour (Labour Bureau)
14. Director General of Employment and Training (Number with employment exchanges)
15. NCERT (All India Educational Surveys) enrolment, institution, infrastructure, in centres etc.)

International

- | | |
|------------|--------------------------------------|
| World Bank | - world Development Report |
| UNICEF | - State of the World Children |
| WHO | - World Health Organisation |
| FAO | - Food and Agricultural Organisation |
| ILO | - International Labour Organisation. |

District

- District Statistical Handbooks (Department of Planning and Statistics)
- District Education Offices.

Course 105

Mobilisation of Women in Community

Themes Covered:

Resource Persons

105.1	History of Women's Movement: A Broad Perspective	Kiran Devendra
105.2	Mobilisation of Women and Community	Vimala Ramachandran
105.3	Community Participation in Planning Programmes for Women	Promilla Menon
105.4	Empowerment of Women at the Grassroot Level: Mahila Mandals	Kiran Devendra
105.5	Methodology for Building a Positive Self Image and Economic Independence	Purnima Mathur
105.6	Towards Better Adjustment: Focus on Girls and Women	A.K. Gupta
105.7	Preparing Women for Action	Promilla Menon
105.8	Agencies Working to Help Women: The Role of 'Crimes Against Women Cell' of Delhi Police in Helping Women	Dinesh Bhatt
105.9	Planning and Policy Making	A. Usha Nayar B. Ila Verma

Mobilisation of women and Community

Rationale

It has been repeatedly emphasised in the NPE 1986 and the POA that women should be empowered for raising their social status. The National Perspective Plan (1988-2000) also perceives women as an important force and also as a vital agent of change in the nation building process. It is crucial to mobilise and motivate women that their potentialities are fully and properly utilised.

To facilitate empowerment of women, it is important to mobilise community so that it accepts women not only as agents of change but, also helps them in developing their total personality by supporting women's empowerment. It is essential that the inculcated values in women and the local community do not clash. It is because of this that both women and community need to be addressed simultaneously.

The principle of participatory approach helps for mobilising women and the community.

Objectives:

- (i) To understand the history of women's movements and mobilisation at the national and international level.
- (ii) Prepare women for action to facilitate the process of universalisation of elementary education.
- (iii) Raising the status of girls and women in the community.
- (iv) Mobilise the community to accept the changed role and status of women and provide them cooperation and a favourable environment to go ahead in the desired direction.

History of Women's Movement: A Broad Perspective

Major Points Covered:

The focus of the lecture was on reasons that were, in general, responsible for giving birth to women's movement. The discussion was confined to the movements in England, United States and India with a passing reference to women's movement in Algeria. Algeria was included as an example where women's contribution to the success of the country's revolution has been looked.

Structural changes in society have been responsible for the birth of women's movements - a variation in demographic patterns have been responsible for women's movement - Modern feminism is also a consequence of contradictions between ideology of women's role and their actual position in the society.

Women's movement in India stands out as an exception to women's movement in other countries in some ways. One, the movement began much before the country became free in 1947. Two, the Indian social reformers and political leaders were throughout concerned about women's problems.

While women like Pandita Ramabai, Ramabai Ranade and Anandibai Joshi were 'the Pathfinders', Sarojini Naidu, Sarala Devi Chaudhrani, Muthulakshmi Reddy, Hirabai Tata, Kamala Devi Chattopadhyaya, Rameshwari Nehru, Kamala Nehru carried the women's movement further as 'standard torch bearers'. Aruna Asaf Ali who herself has always been working for emancipation of women feels that Indian women were questioning the inequality and asking for emancipation much before women in the west. Large number of women had participated in the country's freedom struggle. The maturity of women's movement in India was seen in the inception and growth of a number of women's organisations which actually made women's movement functional.

Women's Movement in India has been growing because women's contribution to the country's freedom struggle has been recognised, they were never given the feeling that they were no longer needed. The changing pattern of socio-economic life brought general awakening for them. Moreover, women's organisations continue taking up women's issues. More women's organisations came up in post independence period.

Contemporary India has an added number of such women's organisations all over the country that take up emergent and other issues that affect women's issues.

Women's movement in India is much older and has its own nature, culture and heritage. The memorandum of 1917 and 1933 demanding education and voting rights for women were given by all women's delegation to the British authorities. The women's movement of our country proved the strength and ability of Indian women. The improved position of women has been there because of their continuous struggle and also because men have made an effort to adapt to the changed situation. The strength of Indian women's movement is also reflected in the National Policy on Education (1986) and the Programme of Action. Equality of women has been recognised as an important thrust area in which education has to play the role of a positive interventionist.

Algeria's case was briefly discussed to point out that if women's role in the struggle or development of a country is underplayed or goes unrecognised, it can kill the women's movement. Algerian women carried the bombs, worked hard to make it successful and when caught withstood the torture without a word. After the revolution, women returned to their homes as their contribution to the success of the revolution was not recognised and they were made to feel that they were no longer needed.

The 1960's and 70's saw resurgence of women's movement as a social movement in virtually every western nation - what needs to be emphasised is that in each nation, the movement adapted to the history, culture and politics of its own society.

In England, at Hull in 1968, working class women's organisation demanded better working conditions. This could be interpreted ^{as} an awareness on the part of these women that the working conditions were bad and also that they thought of protesting as a group. It was about the same time that a London based women's liberation workshop coordinated with more than seventy local groups ^{and} published a journal on women's issues - SHREW.

By 1974, no region within England was without a women's group. They described their work as 'women's Aid'. It helped those women who were ill-treated by their families. The strand of feminism mostly involved in opposing violence to women was that of radical feminism.

British feminist movement did succeed in changing life style and created consciousness about women's issues. It also created a number of alternate services and community based women's activities in primarily urban centres throughout Britain.

After the world war II, in the United States there was rapid growth of higher education. The number of women with bachelor's degree increased. They wanted their recognition not as educated wives, mothers but as capable women with potential and wanted to enter into professions. These women organised themselves into 'Consciousness Raising Groups' that grew into a women's movement to agitate for equal opportunities for women. Some of the issues that brought women together in the 1970's and 70s were like opening workplaces to women and reproductive freedom.

The positive impact of women's movement was felt as women started becoming legislative leaders right from 1960s. There was an impressive growth in feminist consciousness among US women and increasing popular support for more diverse social roles and higher status for women. There was also an increase in the number of groups and organisations that aimed at improving the quality of life of women. 1970s impact was seen in substantially changed law and policy in some areas on women.

In 1980s three important items on President's Council's agenda were - child care, parental leave and a pay equity of federal jobs - these have been agreed to by many groups.

Not only these, these issues are focal points of three broad based national coalitions pressing for action in the Congress.

In 1989, however, neither the 'Old Core Issues' nor the 'Method of Confrontation' now appeal to women and men in United States as they are constantly struggling to earn a living and raise children. The women's movement appears to be declining in numbers and political influence while at the same time becoming a part of an international movement with expanded, less gender specific programmes.

In 1990s, when a time survey was carried out, women wanted to have family and wanted to have those professions which would also enable them to look after their families.

Internationally the concern for women's issue has been growing over since 1975 was celebrated all over the world as International Women's Year.

The UN decade was declared till 1985. All the countries had programmes to bring about equality of women.

The women's movements have been able to create awareness about women's issues, have to some extent,

been able to bring about changes in favour of women. The IWY and the Women's Decade have acted as catalyst to raise awareness of women's issues and so far all the Governments, voluntary organisations and large number of programmes on women and development steps are being taken all over the world to improve status of women.

Mobilisation of Women and Community

Major Points Covered:

While addressing women's issues, it is important to mobilise women. If women alone are sensitised, motivated and mobilised, it does not lead them anywhere unless and until, the Community is sensitised, motivated and mobilised. It is essential to address both women and community simultaneously. This assures support to women, women's programmes from the community - when this is achieved, the results are long lasting. The case of Mahila Samakhya is a unique example of this where problems of women are taken care of, education is created as a demand from the people. Circumstances are created to make it possible for women to receive education, become aware of their rights and become confident.

Community Participation in Planning Programmes for Women

Major Points Covered:

The following points need reiteration:

1. Policy perspective
2. Parameters of participation
3. Rationale for community participation
4. Concepts of 'community' and 'participation'
5. Operational modalities
6. Role of administrators
7. Action Plan

NPE 1986 for the first time has used the words, 'education will be used for change of women's status and for her empowerment'. It should contribute to larger process of change. The community is a person who has a vested interest in education, it becomes a stakeholder.

A community is a group of people who have common interests. Community participation entails three distinct but inter-related processes:

1. involvement of people in planning, management and implementation. The contribution of community has to

be elicited in developmental programmes.

2. Community participation, can rarely, be spontaneous. In India, its more a case of 'persuasive' or 'induced' participation. It can be coercive, also. It can be a mix of centralisation and decentralisation.

One can plan for women, until and unless they are not aware of change and ^{about it} : . Here local resource mobilization becomes essential. Through participation people, natural resources can be mobilized. Participation helps us in getting familiar with aspirations and hopes of people. How do we promote participation?

1. Decentralisation of policy making structures.
Also decentralization of policy making powers.
2. Involving people.

Till now education is not felt need. Till there is a specified demand for it, the supply will be adversely affected.

Making contact, familiarising with their problem, communicating with them can draw out the educationally apathetic. It is not an overnight process. Demand generalisation has to ^{be} vary gradually. Sensitization or awareness of the need for education is essential.

Savitri Bai Phule foster system is the pertinent pointer in the case of participation.

- a) identification of geographical area
- b) Identification of beneficiaries - who are the target groups
- c) the development potential of a group - the infrastructure available.

While choosing an area for mobilisation proximity is very important. An inventory of resources is necessary to judge the capability of a group. Income generation plans for the families below the poverty line and monetary incentive necessary. Need - identification of a community according to their perception is needed. Re-negotiations of these priorities with national goals is then carried out. Entry point is the point when you enter the community and the latter begins to accept you.

Training of motivation requires attaining of skills of communicating with an illiterate person. Its a process of a very slow metamorphosis.

Empowerment of Women at Grassroot Level - Mahila Mandals

Major Points Covered:

Training of key level personnel is very important
Mahila Mandals : so that Mahila Mandals
can work for major women's issues. Mahila Mandals exist in
almost all villages. This organisation is headed by
a Mahila Pradhan who is normally the wife of the village
pradhan. This adds to the status of the Mahila Mandal
and facilitates its functioning as a lot of support is
willingly provided to the Mahila Mandal.

Mahila Mandals have members who are:

- influential
- locally powerful, have impact
- women who have positive thinking
- members of village educational committees.

Solan - A Case Study

There were 65 participants in this particular workshop.
Village inhabitants were made aware of the Mahila Mandals
could act as active social group which could facilitate
educational problems of both younger and older women.

They could also deal with empowerment of women, eradication of socio-economic problems.

The most imperative question is:

Why are there dropouts only in case of girls?

Reasons given:

- Alcoholism. The nouveau-riche families had problems of 'wayward' boys who have succumbed to vice of liquor. Thus parents tend not to send their daughters to schools, with such misbehaving elements.
- Bad performance of girls in schools. Efforts to encourage girls were missing. Performance of a child, academically, has always had an impact on continuation of his/her education, more so in case of girls.
- problem of access/transport in hilly terrain.
There were auxiliary problems of harassment of older women by their sons and spouse.
- deserted young women. Mahila Mandal could help those who are receptive to being assisted.
In case of desertion, family is approached first for receiving the daughter back into filial fold.
- Mahila Mandal, usually, advocates practices according

relevant social customs.

Mahila Mandal has its own income generation programmes.
Problem is encouraged through informal gatherings.

Methodology for Development of Positive Self Image among Girls - Economic Independence

Major Points Covered:

The building of self image and self concept of women needs a socialization change.

What is self concept?

It is the attitude towards the conception of oneself.

It can be either a positive or a negative self concept.

The formation of a feeling or attitude towards others is the result of an inter-related thinking. In any particular social system, each of us plays a particular role or part. It can be different in different spheres eg. home and workplace. Thus a concept of self emerges. This self represents an individual. Each of us differs in perception of self. Attitude, self image and economic independence are inter-related. A working women understands the identity of her self better.

Self identity refers made to impressionistic image of self. How we impress on others' minds?

Self concept is a broader term referring to aspirations, values, beliefs, ambitions etc. Self image is a particularistic term referring to an impression.

A psychologist has said that we perceive ourselves as reflections in the eyes of the others.

'We see ourselves through others. Others are our mirrors'. A looking glass is a neutral object. But another human ~~As being~~ adds his own subjective prejudices and biases to this reflection.

Our personality develops based on feedback of others. For this interaction becomes an important agent. We build our self image on the basis of feedback and socialization process. The position/status of females depends on

- socialization process is very important for building a positive self image.
- Socio-economic position/status of family in a particular community. This is usually determined by the male members of the family.
- females attached to males in the family eg. a married female has more status than a lone woman.
- status of an unattached girl, living alone.
equality between husband and wife.

there is a peculiar psychology of fear of success in achieving women, especially in marital relationships.

Self image should not be destroyed in discrimination in power struggle. Hierarchically, health, nutrition, power are more assured to men than to women. This is vital to formation of psychology of self image.

How does a woman look at success?

Economically, if one is free, then one should be mentally free also. A working woman should have no conflict within herself while working.

Intervention Tasks for Ensuring Self Image for Women

Women are capable of:

- Higher degree of flexibility in tackling multiple tasks situation.
- sensitivity to rights of minorities, aged, handicapped, Women influence morale of people, positively. Women have more sensitivity and empathy.
- Women emphasise on creativity and innovativeness. Men, on the contrary, lay stress on rational, logical, linear capabilities.

- women have a qualitative relationship with inferiors and superiors in a work place.
- better ability to communicate
- greater patience in managing groups and people.
women are more tolerant.
- better mentors to develop and nurture people.
Good at interpersonal skills.

Women are more capable of combining tasks and maintenance concerns. This is essentially a right balance. This is combination of people aspect and task aspect. These two concerns should be matched and developed.

Creating Competence for Economic Independence

- physical health potential
- emotional health potential. Inter relationship is important irrespective of age, sex, creed etc.
- intellectual potential - one should expand beyond one's speciality.
- aesthetic potentiality.
- spiritual potential - belief in something.
- potential to develop all these competencies in management, that we can contribute to a family, organisation and country at large.

Towards a Better Adjustment

Major Points Covered:

Although criminal behaviour less reported amongst women, they are more likely to stress.

Why are women more prone to psychological diseases?

Community studies have revealed that these diseases are more prevalent amongst women, than men. More so in the age group of 25-45 years i.e. the young adults.

Why does this happen? and more importantly why more so in case of women?

Women develop diseases more often because of stresses. They have to stress more than men, due to several reasons.

- frustration
- conflicts
- pressures. These can be due to environmental, biological and genetic reasons.

Frustration can be felt when a particular need is not fulfilled. This unfulfillment of need is because of

prejudiced behaviour, difficult social norms; difficult and different work assignments; deprivation.

Traditionally, a women's work was concerning her husband and children. This often leads to dependence on males for money and also a feeling of helplessness.

Conflicts arise when a person has to decide between two alternatives which are equally desirable or vice versa. Conflicts also work as stress. Pressures can be in form of demands from family, society, work place etc. These add to work load. Again stress is created severity of stress is determined by nature of stress, number of stressful situations, duration of stress and individual personality. Respite from stress can be a saviour. Otherwise, breakdown results, even in the strongest of persons. According to individual personality, people react differently to stress, some become stronger after stress, some adapt to stress or some suffer a breakdown. This is individual adaptability. An individual perceives a particular situation as stress or non stress.

How do we develop certain attitudes? How does our personality form?

This depends on genetic make up and upbringing.

Each individual has some in-built personality traits. A child has a powerful capacity of observation. Thus, he develops a particular reaction pattern.

A family can undergo various stages of stress due to -

- birth
- miscarriages
- still birth
- illness
- problems at workplace
- marriage
- inflation , etc.

The way parents verbalise their feelings, makes a child develop reactions in his/her own personality. Family members are taken as models. A feedback system is formed in form of opinion of family on a child's behaviour. By the time he grows up, a particular reaction pattern is formed. He comes across various stresses. If a stress is new - he deals with it relating to his intelligence, creativity and previous experiences. Those who cannot adjust, develop symptoms of stress.

A very important aspect is personality change. It has been observed that personality keeps growing at all stages of life. If a person, wants to get away

from psychological diseases, he can do so, on the basis of his will power, at any age. He can help himself by -

- reviewing literature on psychology.
- observing others and forming positive role models
- Therapeutic help

The onus lies on the person.

Most people feel secure in the riches of their personality and do not want to change. They query, 'Why should I change myself?'

The counter question is, 'Do you really let yourself down when you change yourself?'

If one does not change oneself substantially or marginally, to suit one's environment, their frustration results. Then there is no relief from pressure. Other allied medical problems result eg. palpitation, high blood pressure, depression. Work efficiency reduces. If one changes, then one can take care of one's pressures and stress. Even after a personality change, one is capable of adjusting oneself to a new value belief pattern. This leads to internal peace and satisfaction.

Change should be spontaneous and self started and

self adjusted. It should not be forced by circumstances.
Flexibility is the crux of the matter, it leads to
adaptation and adjustability.

Preparing Women for Social, Political and Economic Action

Major Points Covered:

The word action is an accessory to be added later on. What has to be stressed is the preparation leading to the action related to this is also the status of women - at home, in their village and in the under society. She needs to know that she has an identity and a self esteem. She is being denied participation in decision making in all the above-mentioned spheres. All the facets of her profile need to be assessed cumulatively, whether it is the burden of unpaid work (household); meagre participation of women in political processes; discrimination against women as regards property rights and wage distribution.

Women and the State (Polity)

She must understand that there are governmental structures at village level. She must question why she is not an elected member of such elected bodies?

Women and Local Power Structure

Knowledge of certain elected bodies eg. gram panchayat etc. She must understand that governmental structures

exist at village level and block level and she must take part in it. Women should be beneficiaries of government schemes and programmes of delivery system. How many women are aware of it and its access? Women should also be aware of the advantages of the electoral process. They have a right to exercise their franchise and should have a knowledge of political processes.

Women and Social Action

- Identification of issues for women
- mobilizing women.
- Women's position has to be understood in context of the social milieu.
- what strategies should be chosen for changing values, attitudes and behaviour.
- awareness of forms or organisations available to women and their advantages.
- awareness of mass media as a tool for spreading messages.
- influencing of society and family as tools for improving position of women
- awareness of forms of communication - street plays, jathas etc.

Women and Economy

- land, water, forest distribution patterns and issues of injustice for women.
- women and occupation - identification of raw materials which can be exploited for employment.
- opportunities for income generation-technical information and feasibility.
- awareness of unpaid labour inputs by women.
- women and marketing - lack of access to marketing procedures - problems of cheating by middlemen and intermediaries.
- knowledge of local crops, improved methods of storage.
- women and their awareness of local economic institutions, banks and cooperatives.
- Family budget and income management and a woman's active participation in this activity.

The Training Areas

a) Awareness

- socio-cultural impediments to literacy.
- forces in society and causes of oppression and marginalisation in case of women.

- awareness of the fact that literacy leads to liberation.

b) Knowledge

- awareness of National Literacy Mission
- awareness of Non-formal education and programme for UEE
- awareness of incentives for SC and ST women
- awareness of schemes of social welfare
- awareness of pre-school education
- awareness of common diseases in early childhood and their prevention

Skills to be Imparted

- organising awareness campaigns
- effective group functioning and group leadership
- efficient communication skills in relation to illiterate and deprived groups
- preparing village education programmes
- skills of collecting data and household information
- identifying needs of community, according to their priority perception.
- linking skills to knowledge and experience of community.

Agencies working to Help Women: Role of Crimes Against Women Cell

Major Points Covered:

A certain problem encountered, often forces one to think of a solution. This brings about a deeper thinking and involvement with the issue of crisis. This cycle can be applied both socially and economically. This is the epicentre of the situation, a woman victim often finds herself in women suffer from -

- Social Violence - molestation, rape
- Domestic violence.

An effort has to be made by everyone for a viable and effective procedure to grapple with this problem of violence. The problems faced by the women victim is both physical and mental.

Nowadays, there is a notion is vogue, that the joint family phenomena is responsible for escalating violence against women. Apart from the police force, a lot many voluntary organisations are also solving this problem according to their capability.

Yet an infrastructure has not been created where a

where a marital dispute can be dealt with, effectively, before it goes out of hand.

A study of 6000 complaints lodged, showed that only 20% of complaints are dowry related and 80% are related to other aspects. :

In 1982, a number of amendments to Indian Penal Code.

a) Section 498 (a) was added. Any woman, who is harassed on account of dowry or is undergoing mental or physical ~~and~~ torture, her husband and in-laws will be given three years imprisonment or fined.

b) 304 (c) - (dowry death) - If a woman is found killed under mysterious circumstances within seven years of marriage, such a death will be considered a dowry death.

10 years rigorous imprisonment for the husband and parents-in-law.

There is a failure in securing convictions.

Reasons being

- onus of proof rests on accused
- lack of witnesses. The witness is often the accused himself, in case of a dowry death.

- acute shortage of sensitivity to the crime committed.

In urban areas, there is a heavy pressure on life. There is an urge to be a part of the fierce , competitive occupational sphere, urge for more money and more comforts. This generates stress and problems. As no sufficient counselling and guidance is given, these issues escalate and lead to disaster. Though the joint family system has cracked, the alternative which has emerged is also not effective.

We should have a concrete infrastructure of psychological treatment, availability of psycho analysis to pinpoint problems, help in understanding and negotiating problems.

The police is an enforcing agency, the common man has to implement the laws of constitution and conscience. Problems of dowry and property inheritance can be dealt by introspection of mind and values.

Laws are not lacking, but the will to implement these laws, is lacking. Inservice orientation programmes help in sensitizing police officers and Constables.

Planning and Policy Making

Major Points Covered:

Policy is a statement of intention. The latter may be good or bad, or just a political gimmick as a vote bank.

Policy is not a substitute for action. All policies fail due to drying of funds or their misuse, planning or management may be faulty. Misutilisation can also be misappropriation. Funds for education can be used for other purposes.

PLANS a) Education b) Women c) Children d) Rural

1950-51 I

Agricu-
ltural
policy
but not
rural
beneficiary

1955-60 II Expansion of
 Schools

1961-65 III

1st Policy
on education
of children
in 1974 -
gender neutral

1969-74 IV

1975-80 V

Integrated
Rural
Development
Programme

PLANS a) Education b) Women c) Children d) Rural

Invisible Girl
Child labour
became visible

Emphasis on
rural

1980-85 VI	Clientele preference began to tilt towards girls ment	women became development persons	Removal of disparities
1985-90 VII	Women Development approach now.	1990	Enumeration of women headed households

Concept of Girl Child was born. women become independent coarees.

Unfortunately, gap between policy makers and implementors is greater. Gap of perception, resources, management exists.

Now we talk of integrated input location, so that joint benefits of all policies should come to rural girl child.

Also income generation skills are not contiguous with rural scenario, so it does not suit the rural milieu. Mahila Programmes give income generation skills eg. production of transistors, leather goods. These goods become saleable commodities. But these skills should not be burden and should add to her income and should add to her income and should not be a sheer waste for her.

Programmes for helping Women Economically and Provision of Training for Women

Sensitization of enforcement machinery is essential. Literacy about legal rights is necessary for awakening consciousness of women. Unfortunately, all programmes dealing with women have a lot of lapses.

Whereever, women have been successfully empowered, status of the family has also risen, as a corollary. A woman's decision making process in the family and her work force participation are linked together.

There are various programmes for self employment through subsidised credit.

1. IRDP - formed in 1977, this is specifically for families living below poverty line
2. SLEUY - Self Employment for Educated Unemployed Youth
3. SEPUP - Self Employment Programme for Urban Poor.

Programmes targetted especially for women:

1. Under UNICEF - DWACRA - Development of Women and Child in Rural Areas (formed in 1982)
2. STEP - Support to Employment Programme (formed in 1980)

It has been noticed that women will step out of their houses and find time for employment skills only when there is reduction in drudgery, by way of smokeless chullahs, ready made fodder and fuel.

STEP is a socio-economic programme with emphasis on a support system.

Women are involved in eight sectors of economy.

- Agriculture
- Animal Husbandry (small scale)
- Fisheries
- Sericulture
- Handlooms
- Handiwork
- Forestry
- Wasteland Development

All these activities are a part of STEP.

Programmes fail due to:

- Unavailability of raw materials
- Unavailability of credit
- unavailability of marketing.

These activities have been taken over by Public Sector

undertakings. But, the vital components of all such programmes, is the existence of support facilities.

NORAD - Norwegian Agency for Development.

This programme involves funding of projects in non-traditional areas other than papad making, soap making or candle making. For example, it involves hosiery making by Devdasis.

Another forum of employment is through group formation and Training in Productives skills.

- Mahila Mandals
- Women Development Projects (1986)

Vocational Training is imparted through National Vocational Teaching Institute, Delhi. This Institute at State level exists also in Bombay, Hissar, Kanpur, Calcutta. There are also other schemes which enlist jobs for women if the Employment Guarantee Scheme (1972) Jawahar Rozgar Yojana, and the National Rural Employment Programme.

Course No. 106

Project Formulation

Themes Covered:

- 106.1 Project Formulation
- 106.2 Introducing the Project
- 106.3 Monitoring and Evaluation
- 106.4 Practical Exercises

Resource Persons

M.M. Kapoor

Usha Nayar

M.M. Kapoor

Usha Nayar
Raj Rani

Project Formulation

Rationale

Due to increasing resource constraints and the need to accelerate the pace of development through the optimum utilization of all resources both human and material, it is increasingly being realized that well planned and formulated projects can be an effective means of implementing development plans. In the area of education this is a vital and crucial skill. In the area of women's education, there could be no better tool for effective resource mobilisation and its utilization.

Effective Programme Planning and Project Formulation are techniques which need to be developed in this area.

Objectives:

- (i) to acquaint the participants with the concepts and methods of programme and project planning
- (ii) to develop adequate skills in project formulation and women's education and development.
- (iii) to sensitize the participants to the need of monitoring and evaluation.

Project Formulation

Major Points Covered:

Planning, put simply, is thinking before action.

The following points need to be kept in mind while planning:

- a) objective should be clear
- b) constraint of resources
- c) optimal utilisation of scarce resources.

Planning is child of scarcity of resources.

- d) Decision making should be prompt and effective.

Planning is a process, whereas, a plan is a document, a blue print for action, who should intervene in planning procedures?

1. Indicative planning - there is no force required.
No coercion is done by planning authorities.
Incentives are promised to populace. This is self managed planning.
2. Directive planning is instructed by central authority or state polity eg. in China.

Planning, can be said to be, an organised foresight.
Thinking after action is evaluation.

The following is an instance of an Educational Planning Process:

ACTIVITY	FUNCTION	AGENCY
Policy making	Politics	Government through legislature/Executive
Plan Formulation	Technical	Planning Agency
Plan Implementation	Administrative	Administrative

Education For All By 2000

UEE (6-14)	Universal Literacy (15-35)	Continuing Education
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Universal facilities of schools	Universal Retention	Universal learning	Universal Enrolment
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Location planning
input planning
conduct surveys
collecting data
making questionnaire
and proforma

These are lowest units of activity and are resources consuming activities. These accumulate to form a project.

One small minor change can put the target off schedule.

POLICY .

PLAN

PROGRAMME

PROJECT

ACTIVITIES

Any error in any minute form at any level leads to a slowing down of programme, which in turn leads to a sluggish.

Implementation of Policy

Plan Goals

How

Why

Project objectivities

How

Why

Project Outputs

How

Why

Project inputs.

problem in Kerala, but it can be in other areas, whereas retention can be a problem in Punjab.

For project formulation, the following objects have to be adhered:

- Generation of project ideas
- project identification
- efficient screening
- preparation of pre feasibility report
- project appraisal and assessment
- rejection or selection of project

Project Authorisation - Implementation - Evaluation
&
Completion

Project Design

- Rationale is very important why? is important
- objectives - should be SMART - servible, measurable, attainable, reasonable, timely
- target
- methods and components
- Plan of operation
- Budget
- Areas should be contiguous with the project.

Introducing the Project

Major Points Covered:

In educational development projects, there is a total system of education, where there is infrastructure of levels, types, inputs, process and outputs. Problems might arise if there is lack of integration in levels or types of education. Problems are also related to systemic goals. This can be a societal/national/human goal. Thus comes the importance of problem solving projects eg. Operation Blackboard solved the problem of number of teachers and facilities. A project is a defined and time bound activity.

To carry out any educational programme, it needs to be bifurcated or broken down further into a number of projects. This facilitates smooth action.

Once project goals are defined, information should be disseminated to everyone equally. A project needs to be divided into sub projects according to differentiation of objectives eg. different projects for construction of buildings/blackboards. Projects can also be broken down according to work schedules and human resources involved.

Projects take place in social reality which is dynamic, thus there is need for flexibility. On the contrary, in action research, the knowledge is not seen as a product of investigator. He is at best a facilitator , who organises knowledge. Knowledge is seen as a part of social reality, which has already existed and is an apriori truth. For a participatory researcher, knowledge is produced by the subjects, the people and the society.

If all institutions produced a suitable form of knowledge for transforming social reality, there would not be such a dismally wretched social reality.

In the last two decades, there has been a move away from conventional research. There has been a growth of women's studies due to rising global presence of women.

There is a close link between action research and women studies. Conventional research is a reflection of patriarchy. In action research, the researcher dissolves this patriarchal power and does not excuse it.

Basic Techniques

- questionnaire
- interview
- participant observation.

In questionnaire form, questions must come from the people. The questionnaire is just adjusting the battery of questions. It is not a monologue but a dialogue.

Knowledge is experience based and not theory based. A project is a time limited, goal directed, major undertaking requiring commitment of varied skills and resources. There is a finite and well defined span.

Planning is important as resources are scarce. Project planning involves setting of objectives and goals; preliminary design; identification of problems; evaluation of results; revision etc.

Monitoring of path is needed. At times veering to and from from path is needed according to circumstances. A variety of perceptions are at play. A good plan is a good road maps, provides sufficient detours and alternatives. Task allocation should be clear and planned.

For a successful project there should be a :

- creation of rapport
- responsiveness
- anticipate problems
- provide alternatives

- 1a two way rapport between project personnel and between external monitors.
- decision making, motivation, positive leadership.
- preparing project for change.

Parts of Project Plan

- plans
- summary
- budget
- activity network
- cross impact matrix
- management plan
- organisational plan
- reporting and reviewing procedure
- training plan
- logistic support plan

Work Breakdown Structure

Breaking down a massive chunk of activity into component parts of activity. A judgemental evaluation is involved in assigning activities to each worker.

Mobilisation of Women and Community: A Theoretical Framework - Mahila Samakhya

There are a variety of constraints which prevent girls and women from participating in schools/education. It may be either not having access to education; or irrelevance of education may be specified; reasons may be poverty related also.

Education should be seen more as development of personality, which has much more wider implications than just literacy skills.

Mahila Samakhya is a programme which was started in 1989, with Dutch collaboration. It has the following objectives:

- make the ordinary rural woman, really educated.
- education dealing with building of esteem and courage, literacy is just one component of it. It deals with real education.
- creating a generation of demand for this kind of education. Its not a supply oriented programme. People should be pushed to generate demands and put pressure on state machinery for change. This demand should not be limited only till education, but should percolate to all levels including health, nutrition, awareness of legal rights etc.

Responsibility of Mahila Samakhya Members

- Women's education
- Training and identification of village education committee women teachers
- Orientation and training of any one aspect of women's education and development and gender sensitization.

Various programmes cater to the need of a specific area eg. for satisfy demand of a particular area, child care centres, NFE Centres etc. It also deals with removal of constraints on women's education.

If UDE has to be achieved, it cannot be done by ignoring girls. moreover, education has to be relevant, it should not be divorced from real life.

Mahila Samakhya forces people and especially women to think about various problems and to be articulate about them.

Project Monitoring and Evaluation

Major Points Covered:

At the outset the two terms were defined and clearly distinguished so that the concepts became clear.

Monitoring involves controlling the process and use of resources for optimal use.

There are six characteristics of Monitoring -

- (i) It is an ongoing inbuilt process and not an event
- (ii) It is done at required intervals and not terminally
- (iii) It judges the pace of progress and not final outcomes
- (iv) It is diagnostic and not judgemental with a view to adopting corrective measures
- (v) It is qualitative supplemented with quantitative information
- (vi) It is improvement oriented and not grading or classification oriented in nature.

Evaluation is making an assessment in terms of the objectives of the programme and how far they have been accomplished effectively. It is a broader concept than monitoring. It can be specific to a particular programme and deals with comprehensive data.

... ..

Action planning and control are two interrelated functions in the implementation process. One is concerned with the setting of goals, the identification of activities, allocation of inputs and the setting of schedules. The other is concerned with the assessment of the degree to which progress is made towards the objectives, the determination of the causes of deviations and the adoption of corrective measures.

Various problems in the implementation process were discussed -

- (i) financial
- (ii) equipment
- (iii) educational materials
- (iv) technical
- (v) natural phenomena

During the entire implementation process it is absolutely necessary to monitor and evaluate the project, for its success.

The Four Methods of Control are -

- (i) observation
- (ii) audit
- (iii) review meetings
- (iv) monitoring and evaluation

besides which there is an in-built control system also.

The various Methods of Monitoring are -

- (i) work schedules
- (ii) field visits
- (iii) progress reports
- (iv) performance budgeting

The person who does the monitoring can be either a controller or a monitor. A monitor is one who is in the programme or project while in operation and is in control also. Out of the situation the person is only a controller. Monitoring and evaluation are both processes to compare the plan, implementation and the outcomes through the various factors such as - objectives, targets, time, activities and goals. An effective system of monitoring can be established if the following steps are followed -

Practical Exercises

This was planned to give preactical exposure to project planning and implementation. The participants individually listed out a number of projects on women's education and development. These projects were discussed to assess their relevance. The participants worked on their projects and tried to apply the theoretical lectures given by experts in this area.

This work was supervised by two resource persons who also acted as facilitators.

- (i) identify a particular programme
- (ii) identify a particular one and select it on some basis or criteria
- (iii) list the critical activities to be done
- (iv) decision as to who will monitor these activities
- (v) develop an information system
- (vi) develop indicators
- (vii) plan and develop measurement procedures
- (viii) analysis and how it is to be done
- (ix) preparation of results for discussions
- (x) after discussions plan out the corrective action to be taken

<u>BEFORE</u>	<u>DURING</u>	<u>AFTER</u>
PLANNING	IMPLEMENTATION	OUTCOME
PRE-Stage EVALUATION	ONGOING OR CONTINUOUS MONITORING & EVALUATION	PRODUCT OR IMPACT EVALUATION
(diagnosis in the planning stage. It is also called appraisal)	Monitoring only when the programme begins (Formative) a) What has happened? b) Why has it happened?	

Course 107

Methodology of Training

Themes Covered

Resource Persons

- | | | |
|-------|--|--------------------|
| 107.1 | Professional Preparation
of Key Personnel in Women's
Education and Development | Usha Nayar |
| 107.2 | Training Needs Assessment | K.G. Virmani |
| 107.3 | Training Processes Strategies
and Methods | M.M. Mukhopadhyaya |
| 107.4 | Impact Evaluation | K.G. Virmani |
| 107.5 | How to Put a Training
Programme on the Ground | Usha Nayar |
| 107.6 | Practical Exercises | Usha Nayar |

Methodology of Training

Rationale

Training is an inherent part of creating self-reliance. The course aims at training the individual as a trainer in the same area of work.

Objectives

- (i) to equip the participants with the knowledge and understanding of the concept, techniques and methods of training.
- (ii) to enable the participants to formulate and put training programmes of women's education and development on the ground.
- (iii) emphasising the requirement for action research.

Training of Key Level Personnel for Education of Women's Equality

Major Points Covered:

Why should key level persons be trained?

This is mainly for percolation and dissemination of knowledge and training principles, down to the lowest level. There is a need to produce people who are gender sensitive. A gender neutral behaviour often tends to become gender blind.

Classroom should be an empowering tool. Curriculum textbook, teacher and student-teacher interaction is included in this. There should be an equal transmission and equal communication of knowledge. For this purpose, key persons have to be created. Even cultural bias needs to be removed. Gender bias, often, rises from a cultural bias. These should, also, be commitment to empower women. Training is a tool for comparative analysis. Key persons need to be catalysts to development and accelerate the process.

Training Needs Assessment

Major Points Covered:

Training needs to have a multiplier effect.
Training is for trainers and not for trainees. Training is an exhaustive science. Training is considered 'lucrative' if it brings in returns.

If money is spent on training, the question is what is the system getting back? Full professionalism is needed and not adhocism.

Professionalisation of Training

Difference between education and training?

Training is the applied side of education. Education can be purely theoretical, but training is practical. Education is the handmaid of training. Training programme should have immediate use for trainer. Whereas, education does not need immediate targets.

What is the training need?

Training need is what the trainee needs and not what the trainer wants to teach.

How to conduct training and for whom?

Every need of a participant is not a training need.

Delimitation is necessary. If needs are not assessed, then whole training programme gets deteriorated.

How do we ascertain needs of trainees?

Through

- questionnaires
- details of training job.
- ascertaining opinions.

The assessment of trainee should be not only from angle of training, but also from point of leadership and from all other perceptive angles.

Assessment of success and failure stories behind every training schedule help in reformulation of training schedule.

Training Process Strategies

Major Points Covered:

What can be the role of training for rural women; entrepreneurial women; tribal women; women teachers; women administrators etc.? The career woman group is more prone to the dual area burden than those women working at home. Thus this target group can be very diversified.

The various levels of training:

- awareness
- technical skills
- managerial skills

Training techniques used can be -

- conversation
- demonstration
- lecture
- discussion
- computer accessory training
- assignments
- audio visuals
- street plays

- role playing

The training techniques also depend on the typology of the target group. If we are dealing specifically with the rural women, we must keep the following things in mind -

- their lack of confidence
- paucity of their own self image
- importance of hierarchy of needs.

A rural woman lives not for herself but her life actualisation is for her son, husband, father, brother etc. She must find a meaning of life for herself and by herself. Thus a relay strategy of conversation as a technique becomes important in rural areas. This involves practical exercises also.

Training for:

- women Entrepreneur Training - More than 85% of women entrepreneurs' leave their entrepreneurship due to element of stress.

Project formulation, project management, legal aspect and personnel aspect of training skills should deal with group dynamics and good leadership qualities.

Objectives needed for Entrepreneurship

- Proposal
- Financial Grants
- Marketing Strategy
- Product Quality

Women Teachers - How much a teacher is aware of the social milieu? There is a stress involved as teachers are trying to teach a more aware segment of children. Also most of the learning theories are not relevant to reality. To eliminate this trap, it is essential to use technique of feedback through visuals and observation. Workshops and programming of teachers is needed. A programmed teaching is better than casual teaching.

Women Administrators - This segment faces a stress problem of managing home and career and not having full satisfaction on either of the fronts. Their self actualisation is divided between home and career and this balance at times, becomes very delicate and precarious.

The corner stone of women development is the actualisation of their lives through themselves. An individualised or a personalized trigger approach. has a lasting impact in any training programme.

Impact Evaluation

Major Points Covered:

Impact evaluation is crucial in assessing the success of any training programme and its effectiveness. This type of evaluation helps greatly in the development of future programmes and in making action more effective through the feedback received.

This type of evaluation tries to find out or assess whether the goals of the training programme have been achieved and if so to what extent. It evaluates the effect of the training programme for achieving the goals of the organisation or system.

Evaluation of the training programme can take place at five levels, viz.

- (i) first - reaction of the trainees;
- (ii) quality of learning;
- (iii) change in job behaviour;
- (iv) impact at organisational level, and
- (v) extent of achievement of ultimate objectives.

Feasibility of impact evaluation is greatest for the first three levels and somewhat difficult for the latter two.

The impact of training is a function of a number of factors such as, length of training, change of certain attitudes/behaviour/climates cultures etc. Thus what one expects to get from the impact evaluation must be necessarily planned and viewed in relation to the above mentioned factors or arguments.

That impact evaluation needs to be carried out in a scientific manner through use of scientific methods is a must. Transfer effect of training from the trainee to the organisation or institution is no doubt a difficult process to measure. But transfer effect to individual trainees is, however, easier and should be possible to assess and measure.

The evaluation could be broadly carried out in the following steps -

- Step I - making the proforma through discussion
 of objectives, aims, outputs, inputs
 clientele and other factors
- filling up of proformas by the trainees
- discussion of the responses

Step II - Pre and post tests restricted to the individual

Step III - has the working of the group in which the trainee works changed in any way

- has the organisation accomplished any of the training programme.

Impact, it must be remembered, if assessed anywhere along the line is not an impact. It necessarily implies evaluation of the end products. Since training is a component of a much larger exercise aimed at improving the overall system of an institution, a total systems approach is necessary which will of course require detailed planning and only then can it be implemented successfully.

How to put a Training Programme on the Ground

Major Points Covered:

The speaker used the development of the on-going training programme as an illustrative example of how one could put a training programme on the ground. The various steps were enumerated and debated upon by the entire group of participants through a question - answer type of method rather than a lecture on the above topic. This involved a lot of interaction and participation on part of both the DWS faculty as well as the trainees. The resource person acted more as a facilitator during the entire session. The various steps are detailed out below -

- (i) A discussion of felt needs in view of changed structures, demands and policies related to education for women's equality. A series of such meetings and debates were held by the DWS faculty.
- (ii) Meeting of experts in the field of women's studies, education and gender equality/development further elaborated upon the necessity to implement projects and programmes on all issues related to

women's studies at the state level. For this trained personnel are a must, and since women's studies was still emerging as a discipline the need to train personnel in order to achieve both national and educational goals related to equality was felt.

(iii) This resulted in the one month training programme for a UNESCO fellow from Somalia in various areas related to women's education and development. This was also utilised as a faculty development programme.

(iv) The outcome of the Somalian experience resulted in the development of a handbook with detailed course outlines on relevant areas by the DWS faculty for the first training programme held in 1989. This included individual assignments and field visits all depending upon the objectives of the DWS.

(v) The evaluation and feedback received from the 1989 programme further enriched the 1990 training course as -

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used

- (b) more practical work
 - (c) course outlines were further clarified and modified.
 - (d) data collection exercises were further detailed out.
 - (e) DWS faculty gave more lectures and prepared more background material.
 - (f) easier to identify apt resource persons.
- (vi) The second course for 1990 was reviewed and developed by the DWS, designed to improve the quality of -
- (i) knowledge
 - (ii) Skills and
 - (iii) Attitudinal change
- being imparted to the trainees.

Therefore in order to develop a sound training programme one has to identify -

- (i) the target group or a clientele
- (ii) time and manpower involved
- (iii) areas in which knowledge, skills and attitudinal changes have to take place or be incorporated.
- (iv) problem-solving needs

- (v) interpersonal effectiveness needs
- (vi) all the above related to the objectives and goals the programme envisages to achieve. Then a detailed work plan has to be clearly planned out by the group or organisations involved in giving the training.

Practical Exercises

The resource person discussed in detail the preparation of a training module.

Course 108 Participants Seminar

The participants had brought with them status paper on the Education and Development of Women in their respective states. During the course, they worked on these further in the library. All of them presented these status papers in Participants' Seminar.

The participants did a comparative statistical analysis of a high literacy and a low literacy district on some educational and social indicators of their respective states. The indicators selected included -

Population (Rural/urban, male/female)

Percentage of Literates (Rural/urban, male/female)

Enrolment Ratio (Rural/urban, male/female)

Percentage at primary, upper primary, secondary and graduate and above level (Rural/urban, male/female)

Work force participation (Rural/urban, male/female)

The participants analysed the data drew conclusions about the above mentioned indicators in the selected districts and submitted a brief report.

Field Visits

Field visits to local institutions and organisations formed were an integral part of the training programme. These exposed the participants to organisations working in the area of women's education and development.

The trainees insisted the following institutions:

1. Karmika

A visit to Karmika was organised with a view to expose the participants to a voluntary organisation working for the upliftment and empowerment of women, with a special focus on litigation. This is a Delhi-based women's organisation founded in 1979.

Ms. Butalia addressed participants on the major objectives, activities, sources of income and cited a number of interesting case studies which generated a lot of discussion. Karmika helps women to fight cases with the help of lawyers.

Regional Institute of Educational Planning and Administration

NIEPA, a national apex body was set up by the Government of India for educational planning and administration. It also serves as a resource centre at the international level more specially for the third world developing countries. Prof. Satya Bhushan briefly discussed the programmes of NIEPA, and its thrust areas. Dr. Sheel C. Nuna discussed his atlas on women and development. Programmes and research activities with a special focus on women, were discussed concluding with a brief tour of the institution's premises including the well stocked library and documentation centre.

3. Balkanji-Bari International

Balkanji Bari International started as a modest Children's Movement in 1923. It was founded by Padma Shri Dada Shewa Bhojraj with the motto of Education and Entertainment. Slowly, Children's own garden, i.e. Balkanji-Bari spread to the different states of India within a decade and by the time of Indian Independence it became an international organization.

Its youth section came up in 1956 and in ten years it acquired International Status.

National Institute of Public Cooperation and Child Development, New Delhi.

The participants interacted with the faculty of Women's Division and Child Development.

APPENDICES

ON METHODOLOGY OF WOMEN'S EDUCATION AND DEVELOPMENT
(AUG. 20 TO OCT 12, 1992)

DAYS	0800	0900	1000	1100	1115	1230	1400	1500	1600
20 THURS	04	01	01		02		06		
21 FRI		H	O	L	1	D	A	Y	03
22 SAT		W	O	R	K	1	N	G	
23 SUN									
24 MON	04	06	06		06		06	06	04
25 TUES		102	102		101		102	102	102
26 WED		101	101		105		102	102	04
27 THURS		101	101		105		105	105	04
28 FRI	↓	101	101		102		105	105	
29 SAT									
30 SUN									
31 MON	04	101	102						
1 TUES		105	105		105		101	101	109
2 WED		104	101		101		102	102	109
3 THURS		101	101		105		102	102	109
4 FRI	↓	106	106		101		102	102	109
5 SAT					108		105	105	04
6 SUN									
7 MON	04	106	106						
8 TUES	↓	106	106		108		104	104	104
9 WED		106	106		108		104	104	104
10 THURS		H	O	L	1	D	A	Y	
11 FRI	04	106	106		108		104	104	104
12 SAT									
13 SUN									
14 MON	04	106	106						
15 TUES	↓	106	106		108		104	104	104
16 WED		106	106		108		104	104	104
17 THURS		106	106		108		104	104	104
18 FRI	↓	104	108		108		104	104	104
19 SAT							104	109	109
20 SUN									
21 MON	04	110	110						
22 TUES	↓	05	05		110		107	109	109
23 WED		102	102		103		107	109	109
24 THURS		103	103		107		110	110	110
25 FRI	↓	103	103		105		107	107	110
26 SAT					106		110	110	110
27 SUN									
28 MON	04	103	103						
29 TUES	↓	103	103		103		107	103	103
30 WED		103	103				110	110	110
1 THURS	↓	110	110		103		109	109	109
2 FRI		H	O	L	1	D	A	Y	
3 SAT									
4 SUN									
5 MON		H	O	L	1	D	A	Y	
6 TUES	04	103	103		109		107	107	109
7 WED	↓	103	103		104		107	107	109
8 THURS		107	107		107		107	107	04
9 FRI	↓	103	103		109		107	107	04
10 SAT									
11 SUN									
12 MON	04	109	109		104		02	02	

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2. Fact Sheet
3. NCERT Plan of Action for SAARC Decade of the Girl Child
4. Women's Education in Asia and the Pacific - Usha Nayar
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16. Women and Laws - Kiran Devendra
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26. Microlevel planning for removal of Disparities.
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 - a. Nanhe Kavi
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29. Report of the National Training workshop for the Training of Teachers Focussed on Girls and Women - Vasant Kulkarni
30. Nursery Rhymes Matching Times - Roma Basu
31. Shiksha Ke Kochetra Main Nari Ki Chhavi - Indira Kulshreshtha
32. Appendix Tables
33. Structure of Indian Society: The Caste System - M.N. Srinivas
34. Preparing women of action - P. Menon
35. Why participatory sociology - Bikram Nanda
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 - i. Policies and Programmes of the Major National Parties.
 - ii. Women members in the Lok Sabha
 - iii. Voters Turn Out at Lok Sabha Elections - D.S. Muley
39. Women's education and development: Part one to five - Usha Nayar
40. Gopalan Plan for adolescent girls
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51. Promotion of status of women through mathematics -
- Suraja Kumari.
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55. Ma - Rubi Mukherji
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58. Nehru's vision of Indian Women - Indira Arjun Dev.
59. Women's Role in India's Struggle for Independence -
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60. Status papers presented by the participants.
61. Awareness generation scheme as a focus for education for the student child
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